DOCUMENT RESUME

ED 407 452 UD 031 688

TITLE	Grade One and Growing: A Comprehensive Instructional Resource Guide for Teachers. Pilot Edition.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y.
REPORT NO	ISBN-1-55839-294-0
PUB DATE	96
NOTE	436p.
CONTRACT	RR93002016
AVAILABLE FROM	New York City Board of Education, Room 608, 131 Livingston Street, Brooklyn, NY 11201.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Cultural Differences; *Educational Planning; *Grade 1; *Multicultural Education; Primary Education; Self Concept; Special Education; Student Responsibility; Teacher Responsibility; Teaching Methods; Urban Schools
IDENTIFIERS	*New York City Board of Education

ABSTRACT

The first-grade multicultural curriculum in this guide is designed to enable teachers to create learning environments that will enable all children to develop nondiscriminatory behavior, form positive self-concepts, respect diversity of cultures, conserve the environment, foster a life-long desire for learning, and begin developing the necessary skills for school success. The introduction describes the philosophy that supports those aims. Chapter 1, "The Teaching/Learning Team," describes the shared responsibilities and activities of teachers, paraprofessionals, parents, and administrators and includes suggestions for parent involvement. "Planning for the First Grade," Chapter 2, provides strategies that will assist teachers in beginning the school year with developmentally appropriate multicultural activities for general and special education and for children of limited English proficiency. Chapter 3, "Creating a Learning Environment," offers overall guidance for teachers in organizing the multicultural classroom, including the creation of learning centers. "Using Instructional Approaches and Strategies," Chapter 4, suggests specific strategies for implementing multicultural education in the context of basic skills for the first grade. Chapter 5, "Developing Themes of Study," illustrates the thematic approach to the first-grade curriculum. Appendixes contain resource information for teachers and parents through discussions of societal concerns and pressures, curriculum frameworks, and bibliographies for teachers, parents, and children. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 407 452

Grade One and Growing

Pilot Edition

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Evelyn Kalubala
NYC Board of Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Board of Education of the City of New York

Grade One And Growing: A Comprehensive Instructional Resource Guide for Teachers

Pilot Edition

BOARD OF EDUCATION OF THE CITY OF NEW YORK

BOARD OF EDUCATION
OF THE CITY OF NEW YORK

William C. Thompson, Jr.
President

Irene H. Impellizzeri
Vice President

Jerry Cammarata
Carol A. Gresser
Sandra E. Lerner
Luis O. Reyes
Ninfa Segarra
Members

Alen Gershkovich
Student Advisory Member

Rudolph F. Crew
Chancellor

© 1991, Revised 1996
by the Board of Education of the City of New York

ISBN 1-55839-294-0

Portions of the following Board of Education curriculum guides were excerpted for this publication: *Children of the Rainbow — Kindergarten,** *Now We Are Six*, and *New Horizons*.

Application for permission to reprint any section of this material should be made to the Chancellor, 110 Livingston Street, Brooklyn, NY 11201. Reprint of any section of this material shall carry the line, "Reprinted from *Grade One And Growing: A Comprehensive Instructional Resource Guide for Teachers (Pilot Edition)* by permission of the Board of Education of the City of New York."

Persons and institutions may obtain copies of this publication from the Publications Sales Center, Room 608, 131 Livingston Street, Brooklyn, NY 11201. See current catalog for price. For information, call (718) 935-3990.

It is the policy of the Board of Education of the City School District of the City of New York not to discriminate on the basis of race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to the Office of Equal Opportunity, 110 Livingston Street, Brooklyn, NY 11201, (718) 935-3320.

*This New York City Board of Education Rainbow resource guide for teachers/curricula is not affiliated with the original Children of the Rainbow by Fern (a/k/a Rainbow Children) (i) trade name (a licensed business since 1970) and (ii) early childhood beginning reading program and brotherhood publications and music, copyrighted 1969, 1970 by Fern S. Keiner (music publisher with ASCAP) and should not be confused with her business or publications.

Acknowledgments

Grade One And Growing: A Comprehensive Instructional Resource Guide for Teachers (Pilot Edition) was produced under the leadership of Judith A. Rizzo, Ed.D., Deputy Chancellor for Instruction. This publication is a product of the Division of Instructional Support, Judith Chin, Executive Director.

Evelyn B. Kalibala, Director, assisted by Barbara Gerard, Staff Development Coordinator, and Eileen Neeson, Curriculum Development Coordinator, Office of Multicultural Education, provided overall supervision of the development and review of the project.

The following staff worked on the revision of this guide: Eleanor Grieg Ukoli, Divison of Instructional Support; Ruth Acevedo, Community School District 9; Carmela Cohen, Early Childhood Supervisor, CSD 16; Emily Aceto Rodriguez, PS 95, CSD 21; and Blanche Solomon, PS 299, CSD 32.

Grade One And Growing: A Comprehensive Instructional Resource Guide for Teachers (Pilot Edition) has been reviewed by a wide constituency made up of superintendents, principals, assistant principals, teachers, school board presidents and members, parents, university personnel, and the community at large.

The manuscript was prepared for publication by the Office of Instructional Publications, Nicholas A. Aiello, Ph.D., Director. The Project Editor was Christopher Sgarro. Book design and illustrations by Heidi Lanino, Jacqueline Wadsworth, Peter Wadsworth, and Cor Hazelaar. Cover design by Heidi Lanino. Photographs of children at PS 261, CSD 15, and PS 124, CSD 2, by Barbara Gerard and Murray Nobleman.

Recognition is given to staff and reviewers who contributed to the development of the original first grade curriculum guide published in 1991.**

Florence A. Jackson, Ed.D., former Community Assistant Superintendent, supervised the development of the course outline and the activities of the writing team, and reviewed and organized the manuscript.

Evelyn W. Castro, Ed.D., former Director, Early Childhood Services, provided guidance and reviewed the manuscript.

The Division of Bilingual Education, Maria S. Guasp, Executive Director, guided the development of the bilingual components. Aurea Rodriguez, Ed.D., Director of the Center for Curriculum Development and Instructional Services, supervised the development of companion first grade guides in Chinese, Haitian, and Spanish. Phyllis Ziegler, Director, Office of Second Languages, supervised the development of a companion first grade English as a Second Language guide.

The writers of the guide were Blanche Solomon, Early Childhood Staff Developer, PS 299, CSD 32; Elissa Weindling, Teacher, PS 173A, CSD 6; Janet Allen, Teacher, CSD 10; Emily Aceto, Teacher, CSD 21; Ruth Acevedo, Staff Development Specialist, Division of Bilingual Education; Sheila Cole, Assistant Principal, CSD 22; Sherry Copeland, Early Childhood Supervisor, CSD 27; Judy Gewuerz, Multicultural Education Administrator, CSD 25; Gloria Guzman, Assistant Principal, CSD 10; Caren Hirsch, Early Childhood Coordinator, CSD 26; Carmen Pizarro, Assistant Principal, CSD 12; Hilda Perez-Santiago, Staff Development Specialist, Division of Bilingual Education; Myrta Rivera, Supervisor, Early Childhood Services; and Susan Silverman, Educational Administrator, Office of Special Education, Brookyln East.

Special thanks are extended to the following reviewers of the curriculum guide: Yvonne Beamer, Native American Education Program; Leotta Boulware, Former Staff Developer, CSD 19; Antonia Carranza, Deputy Executive Director, Division of Bilingual Education; Kathy Fay, Community Representative; Noemi Carrera Herendeen, Staff Developer and Coordinator of Parent Involvement, Office of Multicultural Education; Asa Hilliard, Fuller E. Callaway Professor of Urban Education, Georgia State University; Chandra D. Llewellyn, Director of Youth Services, National Urban League, Inc.; Rosemary Lopez-Kimpton, Assistant Director, Office of Multicultural Education; Grace Pih, Project Associate, New York Multifunctional Resource Center; Aurea Rodriguez, Director of the Center for Curriculum Development and Instructional Services; Migadalia Romero, Associate Professor of Bilingual Education, Hunter College; Marlene Rubins, Community Representative; Toby Rusgo, Supervisor, Early Childhood Services; Sydney Schwartz, Professor, Queens College; Julia Washington, Principal, PS 284, CSD 23; Rue Zalia Watkins, Parent Consultant; and Leslie Williams, Associate Professor of Education, Teachers College, Columbia University.

** All titles in effect at the 1991 printing.

PREFACE

New York City has a rich, multifaceted heritage that holds benefits for its children. The collective wisdom of many ethnic, racial, and linguistic cultures is their inheritance. That inheritance is being transmitted to today's generation through a variety of dynamic, absorbing, culturally rich experiences in our schools.

Grade One And Growing: A Comprehensive Instructional Resource Guide for Teachers (Pilot Edition) presents an educational philosophy that accurately reflects the multicultural nature of our global family. The suggested themes and activities have been planned to address the needs and interests of first grade children and to help them acquire knowledge, develop skills, and cultivate positive attitudes.

Over one hundred languages are spoken in our city's public schools, and many children live in homes and communities where languages other than English are spoken. As all children begin to appreciate and understand a diversity of ethnic, racial, and linguistic traditions, they will learn to cherish their own individuality and cultural identities as well.

The heritage of the past will also be the heritage of the future. Let us guard it well for tomorrow's children and, as it passes through our hands, let us work together to increase its luster with the bright and shining lights of harmony, friendship, and peace. In the words of poet Maya Angelou, "Each new hour holds new chances for a new beginning." May this be the hour of our new beginning.

TABLE OF CONTENTS

Restatement and Strengthening of Policy on Multicultural Education vii

Introduction xi

Chapter 1: The Teaching/Learning Team 3
Working Together 3
Parent Involvement 6
Formal and Informal Reporting 15

Chapter 2: Planning for the First Grade 17
The First Days 19
The Value of Play 35
Working with Limited English Proficient (LEP) Children 38

Chapter 3: Creating a Learning Environment 49
The Multicultural Learning Environment 51
The Multicultural Learning Center Approach 52
Floor Plans 56
The Teacher's Role 60
Making Centers Work 61
Contextual Invisibility 65
Checklists for the Classroom Learning Environment 66
Recommended Equipment and Supplies 70
Using Recycled Materials in the Classroom 73

Chapter 4: Using Instructional Approaches and Strategies 74
Language, Literacy, and Culture 76
Emergent Writing 86
Reading and Interacting with Print 91
Checklist for a Print-Rich Environment 98
Learning to Read through the Arts 99
Innovative Use of the Basal 100
Skills in Mathematics 103
Encouraging Creative Thinking Skills 105
Children with Special Needs 107
The Interactive Teacher 114
Additional Literacy Strategies 122
Computers in the Classroom 126
Trips 130
Assessment Strategies 134
Educational Enrichment 147
Continuity and Articulation 149

Chapter 5: Developing Themes of Study **157**
Theme Development 159
A. What's in a Name? 161
B. Families 179
C. So Like Us 237
D. Numbers Around Us 267
E. Let's Step Outside 289
Additional Suggested Themes/Topics 330

Appendices: Resource Information for Teachers and Parents **331**

APPENDIX A: SOCIETAL CONCERNS **333**
Overview 335
Alcohol, Drug, and Substance Abuse 336
Recognizing Family Structures 345
The Latchkey Program 346
Children Who are Homeless and/or Living in Shelters 347
Preventing Child Abuse 349

APPENDIX B: THE CURRICULUM FRAMEWORKS: KNOWLEDGE, SKILLS, AND ABILITIES (EXCERPTS) **351**
Preface 355
Rationale 356
A Vision for the Twenty-first Century 357
What Is A Curriculum Framework? 358
Principles of the New York City Curriculum Frameworks 362
Curriculum Frameworks: Knowledge, Skills, and Abilities—Grades PreK-2 364

APPENDIX C: OPTIONAL BIBLIOGRAPHIES **423**
A Multicultural Bibliography for Teachers and Parents 425
An Annotated Selected Listing of Multicultural Children's Books 434
Bibliography Related to Themes of Study (Chapter 5) 439

RESTATEMENT AND STRENGTHENING OF POLICY ON MULTICULTURAL EDUCATION

WHEREAS, all students are entitled to a comprehensive education to help them to achieve to their fullest potential; and

WHEREAS, such an education must not only include instruction in reading, writing, mathematics, science, and history, but must also teach students to appreciate the achievements and rich cultural heritage of the diverse ethnic, racial, and linguistic groups who live and work together in our city, our nation, and the world around us; and

WHEREAS, accomplishment of such goal requires that students be taught and learn to value and respect the achievements of such diverse ethnic, racial, and linguistic cultural groups and the common bond of humanity that unites them all; and

WHEREAS, on November 15, 1989, the Board of Education adopted a policy, "Statement of Policy on Multicultural Education and Promotion of Positive Intergroup Relations", which the Board determined on December 1, 1993 should be separated into two policy statements so as to strengthen both imperatives —"multicultural education" and "anti-discrimination education" — and that the best way to achieve these goals would be to accord multicultural education full recognition as a discrete field of study rather than as an adjunct to the Board's anti-discrimination program, thereby strengthening the teaching of multicultural education to all students in the city school system; and

WHEREAS, the Board of Education has determined further that this strengthening of multicultural education must also be accompanied by a simultaneous strengthening of the Board's anti-discrimination policy and programs; now, therefore, be it

RESOLVED, that the New York City Board of Education hereby restates its POLICY OF MULTICULTURAL EDUCATION and commits itself and its resources to providing a multicultural educational program to achieve the following goals:

- to develop an appreciation and understanding of the heritage of students' and staffs' own ethnic, racial and linguistic groups.
- to promote and foster intergroup understanding, awareness and appreciation by students and staff of the diverse ethnic, racial, and linguistic groups represented in the New York City public schools and the general population;
- to enhance New York City youngsters' self-worth and self-respect;
- to encourage a variety of teaching strategies to address differences in learning styles;
- to identify the impact of racism and other barriers to acceptance of ethnic, racial, and linguistic differences;
- to develop opportunities for all students to become bilingual/proficient in at least two languages;
- to develop a multicultural perspective which interprets history and culture from a variety of perspectives consistent with available factual evidence;
- to analyze human rights violations in our global society and the progress in securing human rights; and
- to develop an appreciation of the cultural and historical contributions of a variety of ethnic, racial, and linguistic groups to the growth of the United States and world civilizations;

and be it further

RESOLVED, that the Chancellor shall continue to develop procedures and guidelines for textbook selection to meet the above stated goals; shall continue to review all textbooks and instructional materials to ensure that they are free of stereotypical views on any ethnic, racial, or linguistic culture, whether expressed or implied by statement, visual image, or by omission; and shall, as necessary, develop supplementary material when commercially available material fails to meet guidelines for comprehensive and accurate instruction; and be it further

RESOLVED, that the Chancellor shall prepare an action plan to implement this resolution, that such plan shall include guidelines, procedures, and timelines for programs and staff and curriculum development, such plan to be submitted to the Board for its review and approval no later than March 31, 1995; and be it further

RESOLVED, that this resolution supersedes any inconsistent policies, rules, regulations or bylaw provisions to the extent necessary to achieve the objectives of the resolution.

EXPLANATION

This resolution reflects the Board's determination that its multicultural education program should be strengthened and that the best way to accomplish this is to accord multicultural education full recognition as a discrete field of study rather than as an adjunct to the Board's anti-discrimination policy and programs.

At the same time, the Board has concluded that it is vitally important to strengthen its anti-discrimination programs. Therefore, to address that need, a companion resolution focused exclusively on efforts to combat bias at all levels of the New York City public school system is being considered for action contemporaneously.

The Board believes that the input and cooperation of parents and students are of critical importance in the design and implementation of multicultural education programs and anti-discrimination programs. Therefore, a high priority will be placed on their involvement in all aspects of each of these imperatives.

Adopted by the Board of Education of the City of New York on February 15, 1995.

INTRODUCTION

Children, Children Everywhere*

Children, children everywhere,
children dark and children fair,
children of all shapes and sizes,
children springing odd surprises,
children chasing, running races,
children laughing, making faces,
children cooking mud for dinner,
children, every one a winner.

Children jumping, children wiggling,
children grumping, children giggling,
children singing, sneezing, weeping,
children sometimes even sleeping,
children giving children hugs,
children chewing worms and bugs,
children in their parents' hair,
children, children everywhere.

—*Jack Prelutsky*

OVERVIEW

The first grade multicultural curriculum is designed to enable teachers to create learning environments that will enable all children to develop nondiscriminatory behavior, form positive self-concepts, respect a diversity of cultures, conserve the environment, foster a life-long desire for learning, and begin developing the basic skills necessary for success in their school careers.

This **Introduction** describes a philosophy that supports a high-quality, developmentally appropriate program through a multicultural perspective for first grade children. It also includes an outline of growth patterns of six- and seven-year-olds.

The five chapters of this manual provide teachers with information they need to create a multicultural learning environment.

Chapter 1: The Teaching/Learning Team provides descriptions of shared responsibilities and activities for teachers, paraprofessionals, parents, and administrators. Suggestions for establishing parental involvement and positive home and school relationships are included.

Chapter 2: Planning for the First Grade provides strategies that will assist teachers in beginning the school year successfully. Developmentally appropriate multicultural activities and vital information regarding general and special education programs for all students are included. Strategies for the child with limited English proficiency in bilingual or monolingual classrooms are also highlighted in this section.

Chapter 3: Creating a Learning Environment offers overall guidance for teachers in organizing the multicultural classroom. The use of learning centers is examined; techniques are offered for managing centers, creating a bias-free setting, and incorporating ethnic, racial, and linguistic cultural diversity.

* *Random House Book of Poetry for Children* (New York: Random House, 1983).

Chapter 4: Using Instructional Approaches and Strategies suggests a variety of strategies for implementing multicultural education, as well as basic skills, in the first grade classroom. Special attention is given to encouraging literacy through a whole language environment, and integrating reading, writing, and thinking skills into the children's everyday lives. Suggestions for instructional adaptations are offered for children with special needs. Learning is extended through trips, computer technology, and the building of mathematics skills. This section also outlines the procedures and strategies used to assess children's individual progress. The Chapter 53 Screening program is reviewed and a developmental checklist and enrichment activities are described.

Chapter 5: Developing Themes of Study illustrates the thematic approach through five themes which support the curriculum for first grade. Each theme is designed for immediate use for teachers; specific teaching materials and strategies exemplify developmentally appropriate practices.

Appendices: Resource Information for Teachers and Parents. This section contains resource and background information that will assist teachers and parents to work with the "whole child."

Appendix A: Societal Concerns looks at current societal pressures and concerns affecting young children that impact on their learning, which include health-related problems, recognizing children's families, and responsibilities for "latchkey" children.

Appendix B: The Curriculum Frameworks outlines the scope of the expected learnings for first grade in the areas of Arts and Humanities; English as a Second Language; Health Education, Physical Education, and Home Economics; Language Arts; Languages Other Than English; Mathematics, Science, and Technology; and Social Studies.

Appendix C: Optional Bibliographies. A Multicultural Bibliography for Teachers and Parents provides bibliographic information useful to the teacher or parent in need of multicultural resources.

An Annotated Selected Listing of Multicultural Children's Books provides teachers and parents with a list of developmentally appropriate books for use in the first grade classroom or at home.

Bibliography Related to Themes of Study provides bibliographic information on the themes of study in Chapter 5 of this guide.

PROGRAM PHILOSOPHY

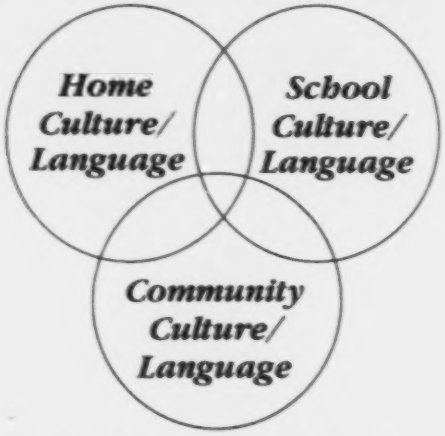
The way in which a society regards its children reflects its commitment to the future. Children remind us that the preservation of culture depends on many responsibilities. For educators, such responsibilities include the cultivation of children's feelings of uniqueness and individuality and the exploration, acknowledgment, and affirmation of their shared ethnic, racial, and linguistic cultural experiences. To meet this challenge, the teacher needs to:

- identify the different cultures and languages of the children in the classroom;
- plan appropriate activities for infusing a multicultural/multilingual awareness into all of the curriculum areas;
- ensure that the classroom environment addresses a wide variety of ethnic, racial, and linguistic cultural backgrounds through games, books, and other materials;
- model behaviors that demonstrate appreciation and respect for the contributions of many cultures; and
- create an atmosphere in which individuality and diversity can be acknowledged and valued.

The widely differing needs, interests, and expectations of first grade children should be addressed through personalized, multicultural, developmentally appropriate learning experiences. Children should be continually encouraged to recognize and respect other groups and individuals while developing their own identity and sense of self-worth.

By acknowledging, respecting, and celebrating diversity, the teacher recognizes

the whole child and can plan experiences that extend multicultural awareness. By understanding the similarities and differences among cultural groups, children learn that all people have the same basic needs, though they may respond to them in different ways. Parents and community members are vital components in the process, enhancing the first grade experience with contributions from their own varied backgrounds. As the following diagram illustrates, the truly multicultural classroom consists of three overlapping elements, which are inseparable.



The teacher incorporates cultural and linguistic diversity in the classroom by allowing parents and community persons to enhance the first grade experience through appropriate contributions such as:

- Reading stories, folktales, and poems that reflect different cultures and languages.
- Integrating realia from different cultures into the learning centers.
- Providing and displaying records, books, posters, magazines, and tapes that are free of racial and sexual bias. They should reflect many cultures and languages.
- Displaying pictures that portray different kinds of families.
- Displaying and making art work and crafts (e.g., beadwork, masks, etc.) in the art center.
- Featuring nutritious recipes from many cultures during cooking and snack activities.
- Using curriculum resources and research information that reflect contributions made by people from many cultures.
- Displaying the children's self-portraits.
- Displaying pictures of members of different cultural groups in a wide variety of occupations.

This teachers' resource guide reflects the position statement of the National Association for the Education of Young Children (NAEYC) by supporting high-quality, developmentally appropriate programs for all children and their families. NAEYC's definition of developmental appropriateness encompasses a two-dimensional approach, age appropriateness and individual appropriateness, as follows:

- *Age appropriateness.* Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development — physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- *Individual appropriateness.* Each child is a unique person with an individual pattern and timing of growth, as well as an individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children arises from the interaction that takes place between the child's thoughts and the child's experiences—with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging his or her interest and understanding.*

In addition, the teacher must not only demonstrate a clear and definitive understanding of the general developmental pat-

* *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, Sue Brekekamp, Editor. National Association for the Education of Young Children, 1988, Washington, D.C.

terns that hold true for most children within a given age span, but must also understand the individual needs of the children in the class. These understandings establish the framework to create a learning environment that provides the children with many opportunities to initiate interactive activities with each other, with adults, or independently.

Typical growth patterns for six- and seven-year-olds are listed below.

Growth Patterns of the Six- and Seven-Year-Old

Emotional

- Responds well to praise and empathic listening
- Begins to make more accurate judgments about what is true or false
- Develops a sense of self-control
- Begins to listen to others and to show social abilities such as "give-and-take"

Social

- Prefers to play with someone of his or her own sex
- Begins to internalize moral behavior and to acquire a conscience
- Looks to another child for gratification rather than to an adult
- Interacts with friends of a similar age
- Begins to develop an ability to work and to relate effectively with peers
- Tends to be possessive; sharing materials can be difficult

Intellectual

- Begins to acquire skills necessary for thinking and solving problems mentally by manipulating objects symbolically
- Acquires knowledge from real experiences
- Develops an ability to accept another person's point of view
- Engages in interactive conversations with adults and children by using oral communication that may include joking and teasing
- Learns to communicate through written language by dictating or writing stories about their experiences or fantasies
- Learns from symbolic experiences developed by reading books and listening to stories
- Understands what they read based on their abilities to relate the written word to their own personal experiences

Physical

- Slows down in physical growth
- Gains greater control of his or her body
- Sits for longer periods of time but is still physically developing
- Begins to develop fine motor skills necessary for writing
- Begins to develop eye-hand coordination
- Needs to be physically active to deter fatigue by sitting for long periods
- Prefers active rather than passive pursuits
- Expresses newly acquired physical power and control, enhancing self-esteem

*Principles of Appropriate Practice for Primary-Age Children**

- **Teachers of primary-age children must always be cognizant of the "whole child."** All areas of development are important—physical, social, emotional, and intellectual. Children are more likely to succeed in school when the school provides opportunities for them to use their bodies, make friends, and develop self-esteem, as well as acquire knowledge.
- **Throughout the primary grades, the curriculum should be integrated.** The curriculum does not need to be divided into discrete subjects with time allotted for each. Young children can learn reading as they discover information about science; they can learn writing when they work on social studies or art projects.
- **Primary-age children should be engaged in active, rather than passive, activities.** Children learn best from first-hand experiences. They do not develop concepts from sitting silently and listening to someone else talk.

* Adapted from *Appropriate Education in the Primary Grades: A Position Statement of the National Association for the Education of Young Children*, 1989, pp. 22-23.

- **The curriculum should provide many developmentally appropriate materials for children to explore and think about, and opportunities for interaction and communication with adults and other children.** Children learn best when they have real objects to manipulate, like blocks or science experiments, rather than only paper-and-pencil activities. Children need first-hand experience to solve problems. Their understanding is improved when they discuss what they experience with teachers and peers.
- **The content of the curriculum should be relevant, engaging, and meaningful to the children themselves.** As children get older, they can learn more about distant lands and peoples, but they understand better when they can relate information and concepts to their own personal experiences.
- **Primary-age children need opportunities to work in small groups on projects that provide rich content for conversation; teachers can facilitate discussion by making comments and soliciting children's opinions and ideas.** Meaningful projects that are completed over time help children to acquire a deeper understanding of what they are learning. Research shows that engaging children in conversation strengthens their ability to communicate and to reason.
- **Teachers recognize the importance of developing positive peer-group relationships and provide opportunities and support for cooperative small-group projects that not only develop cognitive ability but promote peer interaction.** Having positive relationships and friendships with peers is essential for primary-age children in developing a sense of their own competence. Children who are isolated or neglected by peers are more likely to drop out or become delinquent in the future. When schools unduly rely on competition and comparison among children, they lessen children's optimism about their own abilities and stifle motivation to learn.
- **The younger the children and the more diverse their backgrounds, the wider the variety of teaching methods and materials required.** No one teaching strategy will work for all children because each child has a unique pattern and timing of development and learning style, as well as an individual family and cultural background. Good teachers use a variety of techniques to find the best match for each child.
- **Curriculum and teaching methods should be designed so that children not only acquire knowledge and skills, but also the disposition and inclination to use them.** It is as important for children to acquire the desire to read as it is for them to acquire the mechanics of reading; and it is as important for children to want to apply math to solve problems as it is for them to know their math facts.

The Multicultural Classroom

When planning the learning environment, the teacher considers the background, culture, language, strengths, interests, and needs of each child.

The multicultural classroom mirrors the many diverse ethnic, racial, and linguistic cultures within the city. Children need to see aspects of their home and community cultures reflected in the classroom. Such an environment encourages appreciation for the positive contributions of all cultures and enhances a respect for the diversity of their classmates.

The physical environment of the classroom should invite and encourage exploration and discovery. Children develop skills and concepts by participating in a variety of activities from a variety of cultures. Classrooms that are organized into learning centers provide opportunities for manipulating materials, solving problems, developing spoken and written language, sharing, and working independently.

The learning center approach allows children to learn through active participation. Children are able to manipulate materials and learn through discovery at their individual pace and ability level. The teacher structures the environment, sets up the centers, and keeps track of the children's progress.

The multicultural classroom:

- develops individual feelings of self-esteem, confidence, and cultural and linguistic identity.
- offers "windows" into the daily family life of the child.
- allows children to share and appreciate the richness of their backgrounds and cultures, as well as those of their peers.
- reflects the collective experience of the group as a whole.
- provides children with an extended, enriched vision of the world around them.
- encourages the growth of mutual respect and acceptance through appropriate work and play experiences.
- includes family and community as ongoing, important resources for extending children's understandings.
- provides a "mirror" so the child can see his or her way of life reflected in the lives of others.

Multicultural objectives are achieved through:

- hands-on experience.
- activities that provide experiences on varying levels of difficulty.
- use of multicultural materials to achieve, reinforce, or enrich skills.
- development of thinking and problem-solving abilities.
- sharing and cooperation.
- respect and appreciation for diversity of cultures and languages.

The teacher in the multicultural classroom guides the children by being supportive and by expressing respect for each child. Children feel secure within an environment in which individual styles are appreciated and success is measured by individual efforts. Every child should leave school each day with a feeling of "success."

CHAPTER 1: THE TEACHING/ LEARNING TEAM

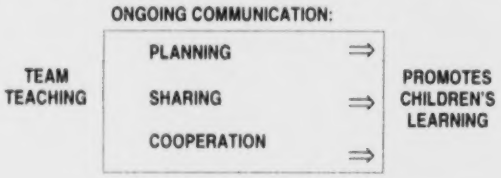
WORKING TOGETHER

The first grade program is enhanced by many caring and responsible adults who support and assist the classroom teacher and the children throughout the school year. The most important of these are the children's own parents and caregivers. (See "Parent Involvement.")

Additional invaluable members of the classroom team can include:

- Paraprofessionals
- Staff Developers
- Student Teachers
- Volunteers

Other crucial partners in the learning process are experienced administrators and guidance counselors who contribute their skills and expertise in early childhood education. All of these people work to support the teacher in an atmosphere of mutual respect and cooperation. They meet to discuss implementation of the program, plan learning experiences, and exchange techniques and strategies for the growth and development of the children in the classroom. When classroom assistance is available on a regular basis, a team-teaching or cooperative approach can be used.



The teacher and support staff discuss how their own behavior affects each child's individuality, self-esteem, and emerging independence. They understand that the children may come from diverse cultural backgrounds and that their needs are best met when adults:

- listen attentively when children speak.
- make efforts to understand and communicate in the child's home language.
- sit, squat, or stoop to meet children at eye level.
- demonstrate caring with smiles, kind words, and encouragement.
- guide children's behavior with positive reinforcement.
- accept children's emotions and model appropriate behaviors.

The Paraprofessional

The teacher and the paraprofessional participate in daily and long-range planning. They work together to prepare materials and share ideas about class projects and activities, such as:

- discussing how to make a family banner and preparing materials in trays for children to use.
- planning a visit to the neighborhood library and preparing name tags for children to wear.
- talking about cultural celebrations and ways in which children can participate in these events.
- sharing ideas about obtaining a pet for the classroom.
- setting up an experiment in the science learning center.
- preparing a graph.
- gathering utensils and preparing food for a cooking experience.
- discussing a trip to the market and activities to introduce children to a wide variety of "ethnic" foods and traditional dishes from many cultures.
- planning a party to celebrate a child's birthday.

During the school day, the teacher and paraprofessional interact in many ways, as they share responsibilities for routines and activities. Some suggestions follow:

BEST COPY AVAILABLE

The Teacher:	While the Paraprofessional:
reads with a group of children...	reinforces skills previously learned.
reads to a group of children...	reads to another group of children.
assists the children with special needs in each step of the activity...	guides children in constructing paper bag puppets.
announces a meeting time...	encourages children to put away materials and get ready for the meeting.
confers with two children about their writing pieces...	listens to and observes another group of children who are also engaged in the writing process.
teaches a simple folk dance...	joins with the children and teacher in dancing to the music.
takes the children on a neighborhood walk...	accompanies the group, attending closely to individual children as needed.
cooks applesauce with a small group of children...	visits and interacts with children working in another learning center.
walks around room assisting children in interest areas...	makes fruit salad with three or four children.
talks to the children about a trip to Chinatown...	explains use of trip boards to a small group of children.
helps children place soil and gravel in containers...	helps children put small plants in their terrariums.

The teacher recognizes that other adults bring personal strengths and talents to the program. The paraprofessional enriches the learning environment in many ways, including:

- participating in staff development activities.
- assisting children, individually or in small groups, with planned activities.
- enabling children to hear spoken languages other than English and providing translations when needed.
- explaining specific cultural traditions such as spinning dreidels, planning parades on special days, religious celebrations, or making Chinese New Year scrolls.
- alerting the teacher to needs of individual children.
- helping with classroom routines: arrival, checking homework, lunch, toileting, dismissal.
- providing aid and encouragement to children with special needs.
- assisting with clerical work such as collecting trip slips and absence notes.
- accompanying the class on trips.
- helping to organize materials and maintain classroom learning centers.
- guiding children in using instructional equipment.
- listening to children and encouraging interaction and conversation.
- playing games with small groups of children.
- reading stories to children.
- comforting children when necessary.
- assisting with use of the class lending library.
- helping to prepare games and learning materials.
- watching out for safety hazards and spills in the classroom.
- sharing own special talents and abilities with the children (for example, playing the guitar or woodworking).

Staff Developers

Staff developers are experienced teachers who offer support and assistance to other teachers in the school. In some programs, the staff developers conduct parent workshops and schedule training sessions for teachers, paraprofessionals, and other school staff during the school year. They assist with the creation, selection, and implementation of learning center activities and instructional materials. They confer with the team about techniques for classroom management and teaching strategies. Staff developers offer demonstration lessons, arrange for interclass observations, and counsel staff about methodologies for the special-needs child. Overall, they serve as role models for collaborative and cooperative teaching in the early childhood classroom.

Student Teachers

Student teachers gain valuable first-hand experience when they interact with children and staff in first grade programs. These early experiences with young children afford opportunities for integrating the knowledge acquired in college with practical application in the classroom environment. The classroom teacher and the children benefit from the new ideas, current research, and innovative approaches presented by student teachers. At the same time, future teachers develop insights into the language(s), customs, and cultures of the children with whom they work. Student teachers contribute to the teaching/learning process by working with individual children or small groups in activities that promote their academic and social development. As the student teachers become more competent under the guidance of the classroom teacher, additional tasks and responsibilities may be delegated so they can become more proficient and self-confident as teachers.

Volunteers

Volunteers, who may be parents, senior citizens, college students, or other members of the community, offer their services to teachers and children in the schools without cost. The role of volunteers depends upon each individual's talents, skills, and abilities. Volunteers may act as resources for the children by sharing ideas, experiences, culture and traditions, special talents, or interests. Some of the activities in which volunteers may participate are:

- assisting children with reading skills practice.
- assisting with special projects.
- assisting children for whom English is a second language.
- reading stories to an individual child or a small group of children, in another language when appropriate.
- making puppets with the children.
- translating directions for children when necessary.
- sharing recipes and cooking experiences.
- playing a musical instrument.
- preparing the room for cultural celebrations.
- accompanying the class on trips.
- bringing in special objects to share with the children.
- making materials such as gameboards or modelling clay.
- caring for classroom pets.
- building structures with the children.
- helping children to make their own books.

Volunteers offer a link between the school and the larger community. Children's lives are enriched when they meet and work with adults from unfamiliar backgrounds as well as with those from their own culture and community.

PARENT INVOLVEMENT

Parent involvement is widely varied and diverse. There are those activities aimed primarily at strengthening the overall school program (e.g., advisory, volunteering, fund raising, and advocacy activities) and those activities directly aimed at assisting one's own child (e.g., helping with homework, meeting with teachers, and attending school events). Teachers need to strengthen the family-school relationship by encouraging and nurturing all types of parent/caregiver involvement activities.

PARENT ROLES IN EDUCATION

- **Partners:** Performing basic obligations for their child's education and social development.
- **Collaborators and Problem Solvers:** Reinforcing the school's efforts and helping to solve problems.
- **Audience:** Attending and appreciating school performances and productions.
- **Supporters:** Providing volunteer assistance to teachers, parent organizations, and other parents.
- **Advisors and/or Co-decision Makers:** Providing input on school policies and programs.

Activities That Exemplify Each Role

As Partners:

- Register their child in school; ensure that the child is properly dressed, gets to school on time, and attends every day.
- Purchase necessary supplies and equipment.
- Obtain required vaccinations and medical exams.
- Read and respond to written communication about school schedules, procedures, special events, and policies.
- Sign and return permission and information forms, and report cards.
- Respond to notes and phone calls from teachers.

As Collaborators and Problem Solvers:

- Encourage and reward satisfactory achievement and behavior.
- Show interest in what happens during the school day.
- Read to their children, take trips (e.g., parks, museums, libraries).
- Discuss possible careers.
- Demonstrate their own interest and curiosity in the world around them.
- Help school resolve problems that might arise in the child's learning or behavior (if alerted to the difficulty and called in to help determine solutions).

As Audience:

- Attend open houses during the day.
- Attend back-to-school nights.
- Attend concerts, plays, exhibitions, and athletic events.

As Supporters:

- Become a class parent.
- Organize to help obtain needed supplies or provide assistance with school trips or emergencies.
- Volunteer in school libraries, provide tutoring to children in special need, and/or make attendance calls.
- Share expertise (e.g., customs, hobbies, occupations).
- Sponsor volunteer activities, fund-raising activities, and publish a parent newsletter.

As Advisors and Co-decision Makers:

- Become a member of a parent advisory committee (including those mandated by many federal programs such as: Title 1, Title VII, and P.L. 94-142).
- Become a member of a school-based council (e.g., PTAs or PAs).

STRATEGIES TO INCREASE PARENT INVOLVEMENT

How	Why
Open Houses	To share with all parents information about school programs, activities, and accomplishments.
Class/Grade Orientation Meetings	To highlight values of a multicultural perspective, while providing details about class activities, routines, and learning outcomes.
Parent-Teacher Conferences	To gain information about specific children, such as their backgrounds, cultures, traditions, strengths, and weaknesses.
Involving Parents in Homework and Home-Learning	To improve students' attitudes toward school; research indicates that this is one of the most effective approaches.
Parent Volunteers	To use the skills and expertise of parents.
One-on-One Communication	To inform parents about school policies and programs, share "good news" about students, and communicate the school's desire to have parents involved in the school.
Phone Program	To increase home-school communication through personalized *positive* telephone contact between teachers and parents.
Home Visitation Program	To signify the willingness of the school to "go more than halfway," increase the level of trust, and give a clear message that the school cares.

How	Why
Class Interviews of Parents	To identify parents as career role models/ community helpers.
Home-School Handbook	To set the tone for a home-school partnership, especially if written in several languages to meet the needs of the culturally and linguistically diverse parent body.
Newsletters	To provide parents with school news in an informal "letter" style.
Parents Share Family Customs, Traditional Dress, and Other Examples of Ethnic/Cultural Heritage with Class	To enhance children's feelings of self-worth, social skills, and awareness of cultural diversity. To reinforce the development of positive attitudes and values. To develop parents' feelings of importance and self-confidence.
Ethnic Holiday and Religious Celebrations within the Class; Informal Conversations in Family Rooms; Parent Workshops, Teas, and Multicultural Luncheons	To broaden experiences of children and adults by enhancing their views of life in a multicultural world.

Considerations for Bilingual Parental Involvement

Schools can greatly increase the effectiveness of their bilingual education and English as a Second Language (ESL) programs by including the parents and caregivers in these programs. Teachers benefit from parent participation programs as their efforts to educate linguistically diverse children are reinforced at home. Offering language-minority parents a significant role in their children's schooling also helps program administrators develop and implement more appropriate strategies. Knowledgeable, motivated parents are also a valuable resource to provide help in classrooms, libraries, and other school programs. Parent involvement also has directly personal benefits to the students and parents themselves. Effective communication between schools and parents can reduce the sense of conflict some language-minority students feel between home and school cultures. For non-English-speaking parents, participating in a program at their children's school can provide an excellent introduction to American society and increase their awareness of other community services available to them.

For many non-English speaking parents, involvement in school activities may be hindered by language barriers, limited schooling, different cultural norms, or a lack of information. These are challenges teachers and administrators must face in implementing parent involvement programs in their schools.

Careful planning is required to meet the challenges in creating a viable program of parent participation. Schools need to indicate their commitment to involving bilingual or non-English-speaking parents. The practices of the school, and the degree to which the involvement of bilingual and non-English speaking parents is taken seriously by educators, will make the difference in whether bilingual and non-English speaking parents actually become involved with their children's schooling. Educators must acquire cultural awareness and sensitivity.

This section suggests effective practices in implementing such a program. It is designed for use by bilingual or ESL teachers, directors, school administrators, and other staff who work with non-English speaking children and their parents.

Parent Needs Assessment

A parent participation program can be effective only if it addresses the needs of the community that it serves. Program planners can ascertain these needs by learning about the parents' backgrounds, concerns, and interests. Understanding these factors will help ensure that the program provides relevant services, responds to widespread interests, and makes use of the valuable resources parents can bring to the program.

Background Information

Background information provides program planners with a general context in which to set program goals. Do certain characteristics of the parent indicate the need for support services in a particular area? Can program planners expect a large number of parents to provide instructional assistance to students?

Some important background factors that should be identified in an initial assessment are:

- Language background of students and their parents. Once language background has been identified, bilingual liaisons or community workers can be used to make contact with parents, if appropriate.
- Cultural values and practices of different linguistic groups. A basic knowledge of various cultures represented in the school is essential in avoiding unintentional cultural conflicts. Information on religious holidays or observances, cultural celebrations, and family structures should be obtained.

Parent Attitudes

Parents of students from some cultures often have a deep reverence toward the school. In some cultures, teachers and administrators are highly respected professionals and some parents may be uncertain of how to respond when the program encourages their involvement in school activities.

Work Schedules of Parents

Meeting times should be scheduled when most parents can attend. If parents work during the day, meetings should be held in the evening. In other cases, parents may be home during the day and find it more convenient to come to meetings at the beginning or end of the school day.

Child Care Needs

Many parents will need babysitting services (probably at the school itself) to be able to attend meetings and other program functions.

Information on Concerns and Interests

Assessing non-English speaking parents' concerns and interests will help program planners set specific objectives for parent participation. Important questions regarding parents' concerns and interests that should be covered in the initial meeting are:

- Parents' concern about their children's academic performance. Some parents may need assistance in monitoring their children's progress through traditional channels of home-school communications such as report cards, progress reports, and parent-teacher conferences.
- Parents' knowledge of or concern about bilingual education and ESL instruction. Many parents are unfamiliar with these programs and may have questions regarding their effectiveness or necessity for their children.
- Parents' ability and willingness to become involved in the school's decision-making processes. Provided with adequate information and opportunities, many parents are eager to become part of school committees and meetings.
- Parents' ability and willingness to provide instructional assistance to their children at home and at school. With proper support, parents can act as home tutors and classroom volunteers.
- Parents' willingness to assist in non-instructional school services. Many parents have skills and resources that are useful in school administrative functions, such as typing, drawing, supervising, translating, interpreting, and providing child-care.
- Parents' interest in their children's school as a source for their own educational advancement. Through adult ESL and vocational programs, schools can engage the interest and participation of non-English speaking parents.

A parent survey form, such as the following sample, can be an effective way to obtain comprehensive information on the target parent population. Such a survey may need to be conducted in the parents' home language and must be sensitive to their cultural norms.

PARENT SURVEY

Sample Questionnaire

We want to provide the best school program possible for your child. To do so, we need your assistance. We would like to know more about your family, how you feel about the school program, and the kind of information you would like us to provide about the school. With this information, we can improve the way we work with you. You can help us develop the program by answering the following questions.

Name:	
Address:	
Phone:	
Children's names:	Grade and Age:

A. Basic Information Questions

1. What language do you generally speak at home with your children? _____

   With your spouse? _____

   With other family members/friends? _____

2. What is the most convenient time for you to come to school?

   _____

3. If you wish to participate in school activities, what times would be preferable for you?

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Evening					

4. To participate in parent activities, which would you prefer? (Check all that apply)

   ☐ on-site babysitting ☐ a neighbor to accompany you ☐ an interpreter ☐ transportation

B. Bilingual/ESL Program

	Yes	No
1. Do you know the purpose of the bilingual/ESL program?	☐	☐
2. Do you feel the program is helping your child in:		
reading?	☐	☐
mathematics?	☐	☐
English?	☐	☐

C. Interests

Would you like to participate in a parent-school program to learn more about:

	Yes	No
1. the purpose of bilingual education?	☐	☐
2. what your child learns in school?	☐	☐
3. how to help your child with schoolwork?	☐	☐
4. school decision-making activities?	☐	☐
5. how schools in the United States are different from schools in Africa, Asia, Australia, Canada, the Caribbean, Central America, Europe, and South America?	☐	☐
6. available community resources and services?	☐	☐
7. visit your child's classes?	☐	☐
8. come to a meeting to learn more about the school program?	☐	☐
9. volunteer in the classroom?	☐	☐
10. participate on a parent advisory committee?	☐	☐
11. talk to other parents about the program?	☐	☐

After the survey is complete, schools can compile appropriate data for programming decisions. A sample data sheet is included in the following assessment profile.

ASSESSMENT PROFILE

Complete the card below to ascertain parents' interests and availability.

Parent Name:					
Children's Names:					
Children's Ages	Under 5	5-7	8-11	12-15	15+
Grade Levels	Pre-K	K	1-5	6-8	9-12
Preferred Time for Meeting	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Evening					
Interest Areas	General Information	Parents as Tutor/Learner	Community Services	Active Participation in PAC	Other

Program Goals and Strategies for Parental Participation

Once parents' backgrounds, concerns, and interests have been identified, program developers can set program goals and select implementation strategies. Remember that some parents will be eager to participate from the start, others less so. If programs are both as relevant and convenient as possible, participation can be maximized.

The following section discusses sample goals and corresponding strategies that may be implemented within any school setting or parent community.

ESTABLISHING THE HOME-SCHOOL PARTNERSHIP

Research has shown that effective parent participation helps improve children's school attendance, academic achievement, and social behavior.

Before some children enter school, their parents have naturally assumed the role of teacher. They have helped their children with language and motor development, as well as with beginning reading, writing, and mathematics skills.

Teachers recognize the importance of establishing a cooperative relationship with the parents of the children they teach. Together, teachers and parents work to help children develop confidence in themselves as responsible and productive learners.

- It is essential to begin the home-school partnership thoughtfully and to nurture it with awareness and sensitivity. For example, plans and actions need to reflect recognition of varied family structures and the rich cultural and linguistic diversity represented.

- A warm, caring atmosphere in the school is an invitation to parents. Setting up a Family Room or another special place for parents/caregivers to gather and discuss mutual concerns indicate that they are welcome in the school. If a separate room is not available, information addressed to parents can be posted on a bulletin board near the first grade room.

To increase parent participation in school programs and activities through enhanced communication with school personnel, the following strategies should be implemented.

Efforts to make connections with parents should start early in the year. Some schools begin with parent orientation meetings. In others, teachers meet with parents/caregivers for individual conferences. These meetings are used to share information about the first grade program and about the children. They also give the teacher insight into parental expectations and concerns.

Maintain positive communications with parents. Non-English speaking parents often escort their younger children to and from school. Teachers and administrators should use this opportunity to talk with the parents informally.

Communicate directly with parents. Informal meetings with parents can provide additional encouragement, especially for those who speak another language and cannot read written notes and announcements sent home with their children.

Familiarize parents with the school building. Holding a special open house or back-to-school night is an excellent way to introduce parents to the school. Once the date for the open house is set, notices should be sent to parents in their home language. School policies can be explained and parents can be encouraged to visit the school, observe classes, and become involved in extracurricular activities.

Provide frequent and flexible opportunities for parent conferences. The parent-teacher conference is one of the most important contacts the school has with parents. It provides parents and teachers with the opportunity to share information about the student's progress and goals. Conferences should emphasize not only difficulties, but the positive aspects of a student's performance.

Promote and provide frequent opportunities for school visits. Parent visits should be scheduled for special events. These visits may coincide with holidays of cultural importance not usually celebrated by American schools. A culture day in the classroom is another possibility. Parents generally enjoy seeing their children perform and may be willing to contribute to a special program by bringing a favorite ethnic dish.

Initiate a class parent program. Such a program is an excellent way to involve parents in class activities. Parents can learn about the school's instructional program, your plans for the class, how to support learning at home, school meetings, conferences, and school activities. The class parent program is an excellent way to make parents feel that their time is valued and well spent.

Parent-Child Activities

Here are some parent-child activities that teachers can suggest to parents:

Language/Reading in Everyday Life

- Talk, listen, and respond to your children.
- Encourage dress-up play, doll play, and puppet play. Make-believe play is a chance to practice language.
- Simple puppets can be made from materials you have at home (e.g., an old glove or sock, a cup, a cereal box). Use crayons and buttons to decorate.

- Create a puppet play with your child to stimulate creativity.
- When walking or riding down the street, point to words on traffic signs, stores, street signs, etc.
- When shopping in the grocery store, ask your child to find things for you. When the child brings the box or can to you, point to the name on the label and read it.
- Ask your child to tell you a story. Write down what he or she says and read it together. Help your child make pictures about stories he/she has told or heard.
- Read a story or tell a story to your child every day.

Writing in Everyday Life

- Write messages to your children, such as notes of praise or loving notes, and place them in their lunch boxes.
- Encourage your children to write messages to other relatives or friends.
- Help your children write their names on pictures and belongings.
- Give your children plenty of items needed for writing, such as scrap paper, pencils, crayons, markers, and chalk.
- Write down what your children tell you about their drawings.
- Have a scavenger hunt. Leave written clues about where things are hidden around the house. Help your children write clues for others to find.
- Write a list of chores or directions for doing specific activities that can be done at home.

Mathematics for Everyday Life

Whenever we deal with relationships among objects, events, and people in terms of "how many" and "how much," we are using mathematics. In their interactions with people and things, children deal with math concepts such as numbers, space, measurement, and time.

- While putting away groceries, sort into categories (e.g., canned goods, fruits).
- Sort, mix, and count all kinds of objects inside or outside the home: pennies, stones, buttons, bottle caps, and seeds.
- Set the table for a number of persons.
- Measure, stir, beat, knead, and roll items to be cooked.
- Include math ideas in your daily conversations with your children. Ask questions that include such concepts as how many, how far, how long, more than, less than, and same or different.
- Describe an item from your kitchen cabinet or refrigerator. Mention the shape, size, and color of it and have your child bring it to you.

27A

Formal and Informal Reporting

Throughout the school year, teachers may use moments at the beginning and end of each day to speak with parents informally as they arrive at school or await dismissal. The teacher's spontaneous and positive comments can help parents become aware of daily plans, ongoing activities, and children's progress. In turn, the parent can share the child's experiences at home. And the child will know that people care! Teachers should make every effort to be specific and non-judgmental at these times.

Planned personal conferences between the teacher and parents/caregivers of individual children are essential. When parents cannot come to school, a telephone conference may help. However, planned discussions with each parent should supplement informal "at the school door" conversations. At the planned conference, both teacher and parent share valuable information about the child. Some suggestions for the teacher follow:

- Encourage visits from non-English-speaking parents by sending home notices in their language or using interpreters.
- Start on a positive note.
- Be a good listener.
- Encourage and allow parents to share only information they are comfortable discussing.
- Avoid confrontations and topics that may be unproductive.
- Allow time for questions.
- Avoid comparisons with other children.

Topics You May Wish to Discuss

- Child's health and developmental history.
- Child's previous group experiences and play patterns.
- Child's interests at home.
- Child's adjustment to school.
- Class program and goals.
- Uniqueness of the child.
- Special language concerns, if appropriate.
- Parental role in supporting child development/learning.
- Parent involvement in school/class.
- Child's progress in terms of class program and goals.
- Child's special abilities and talents.
- Child's needs and planned teaching strategies.
- School's instructional reading, math, science, social studies, and other curricula.

The Report Card

The first grade progress report/report card is a more formal way of communicating with parents. It may be issued several times during the year, depending on the decision of individual school districts. The purpose of the report card is to share, in writing, the following information about each child:

- personal and social development.
- physical development.
- intellectual development.
- creative expression.
- communication skills.
- attendance.
- special health needs.

It is important to exercise sensitivity when writing comments on report cards. Statements that emphasize children's strengths will help:

- maintain positive relations with parents.
- encourage parents to guide their children's development.
- build better home-school connections.

During the fall and spring reporting periods, planned parent-teacher conferences complement the written reports. Therefore, whenever possible, parents should be invited to discuss the written report with the teacher. At these times, it is suggested that the teacher have available a folder containing samples of the child's work. A summary of the highlights

of the conference by both parent and teacher can serve to clarify points shared.

*Topics for Parent-Teacher Conferences**

Information the teacher can provide to the parent:	Information the parent can provide to the teacher:
• The child's academic and social behavior at school. • Areas of strength and weakness in various content areas. • Independent and guided work habits. • Relationships with teachers and other students. • Self-discipline and response to guidance. • Ideas to help the child's academic performance. • School policy on discipline. • The need for parental cooperation both in and out of the classroom. • The important role that parents play in the early learning years.	• Activities they do not want their child to participate in. • How much time is spent with the child in family activities. • Their expectations for the child at school. • The type of discipline the child responds to. • The child's interests and hobbies. • Daily activities, television habits, children's games. • The child's general behavior at home.

Do's and Don'ts about Informing Parents of Children's School Progress

Typically parents are eager to gain information regarding their child's performance. Teachers must provide accurate and relevant information in a sensitive manner. Following are some do's and don'ts for informing parents about children's progress in school.

Do:

- Organize information into broad categories.
- Begin with positive information.
- Cite specific examples to make your point.
- Encourage parents to discuss and clarify as needed.
- Have dated examples of students' work available.
- Explain how instruction is individualized and how progress is evaluated.

Don't:

- Overwhelm parents with too much detailed information.
- Use educational jargon.
- Be evasive. If you don't know the answer to a question, say so.
- Defend an archaic grading system. If it's school policy, say so. If it's yours, change it!
- Predict life success from any data.
- Describe your problems to the parent.

* Santa Cruz Bilingual Education Design. *A Teacher Training System Component: Parent and Community Involvement.* University of Arizona, Tucson, AZ, 1980.

CHAPTER 2: PLANNING FOR THE FIRST GRADE

THE FIRST DAYS

OVERVIEW

The first days in the classroom should set the stage for developing a first grade program that is organized, productive, and happy. This section, "The First Days," assists the teacher in day-by-day planning of the first critical days of the school year. It contains the following information and procedures:

- Before the Children Arrive
- Planning for the First Grade
- A First Day in the First Grade
- A Second Day in the First Grade
- Sample Weekly Schedule
- Management Routines (including Learning Centers, Fire Drills, Bathroom, Clean-up, Attendance, Lunchtime, and Homework)

The establishment of routines is crucial at this time. Routines that require specific attention are drills, getting clothing, lining up, responding to signals, toileting, and lunch procedures.

Greeting parents as they bring their children to school is the time to begin the partnership of home and school. The teacher should use the first days to develop a solid relationship with parents. Suggestions for interacting with parents appear in *Chapter 1: The Teaching/Learning Team*.

BEFORE THE CHILDREN ARRIVE

Allow time for planning and designing the classroom environment before the children arrive. Display welcome signs and posters in more than one language; bulletin boards should be decorated with cheerful colors in anticipation of displaying children's work.

Familiarize yourself with the building's physical layout and with the school organization (names of teachers, administrators, and other staff members). A "school tour" to acquaint children with the building should be planned for the first days of the school year. Both new and experienced teachers need to review and update school regulations, such as those that involve:

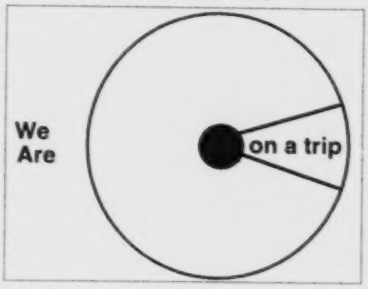
- assigned entrances and exits.
- routines for arrival and dismissal.
- attendance requirements.
- emergency and fire drill procedures.

Many teachers use this time before pupils arrive to complete necessary clerical work and to plan for effective recordkeeping. When paperwork is organized efficiently, teachers are free to spend more time with the children. Teachers should prepare various forms, charts, and folders for use during the school year. One suggestion is to use a different-colored folder for each item being saved such as:

- school notices and announcements.
- letters from parents.
- dental and absence notes.
- trip information and consent slips.

Prepare a program card and other required information for the classroom door. The teacher may wish to design a "Where Are We?" sign, using two paper plates attached together (one on top of the other) and mounted to a sheet of construction paper by a two-pronged fastener. Cut a wedge in the top plate. When rotated, possible class locations written on the bottom plate are revealed. Use words with symbols or pictures of the class locations.

Where Are We?



Arrange the classroom furniture before the children arrive. The learning centers should

be in place with a few readily accessible materials. (See "Chapter 3: Creating a Learning Environment" for specific information on how to set up learning centers.)

Name tags should be made for each child. Children enjoy reading their names and those of their classmates on labels and on various charts.

Parents should be notified about the classroom location, teacher's name, arrival time and procedures, dismissal time and procedures, lunch and snack plans, and any other special school regulations. This information can be mailed to the parents before the start of school or sent home with the children on the first day.

Tips for the Early Days

- Bring a plant or two from home to brighten up the classroom.
- Meet with a buddy teacher. Share ideas, plan trips, and ask questions!
- Use a pocket calendar or diary.
- Try several different floor plans; be prepared to make changes after the children come.
- Check and color-code your keys.
- Have multicultural picture books for children to look at on the first day.

PLANNING FOR THE FIRST GRADE

Well organized and successful teaching is dependent, to a large extent, on careful planning. The teacher's plan is a personal way to organize the learning environment efficiently. It gives the teacher a means of communicating with others, putting a philosophy into practice, organizing time, and thinking about what materials and supplies will be needed. This framework promotes a sense of confidence, and allows the teacher to see that there are many possibilities for expanding, integrating, and differentiating within the curriculum.

Purpose of the Plan

The plan assists:

- the classroom teacher: in using time, material, and energy wisely and for assessing children's progress.
- the cluster teacher: in assuming responsibility for the class during the teacher's preparation period.
- the substitute teacher: in assuming responsibility for the class when the teacher is absent.
- the supervisor: in understanding the program planned for the children.

The plan is used to guide the teacher in achieving short- and long-term objectives. A listing of school and district goals may be included for reference. Planning helps clarify the curriculum and the children's learning experiences. It schedules time spent on direct instruction, learning centers, and special events. An integrated program using themes and overlapping curriculum areas can be planned for accordingly.

Plans need to be flexible enough for the classroom teacher to use, change, modify, and adapt throughout the week as unexpected situations arise. They should include time for special events that occur during the school year, such as children's birthdays, cultural celebrations, and class trips. (*Note:* Teachers should be aware that members of some religious denominations do not celebrate birthdays and holidays, and should address the issue, when it arises, in accordance with parents' specified wishes.)

Cooperative planning with the cluster (paired) teacher and paraprofessional, parent/community volunteer, or student teacher is ongoing. Provision should be made for capitalizing on the short quiet times during the school day to share observations on children's behavior and to plan for individual children's needs.

Teachers should plan for ongoing communication with parents through notices on a bulletin board in the classroom and/or periodic newsletters sent to the home. In cases in which English is not the primary language spoken in the home, all written communication should be translated.

Planning to Avoid Bias

The first grade multicultural program should provide many experiences to help children develop a positive self-image and realize their full potential. It is important for all teachers, especially those assigned to first grade children, to be sensitive to each child's individual needs and talents.

Frequently, stereotypes can be unintentionally or inadvertently introduced.

It is important to:

- use teaching materials and books that depict both males and females in nurturing roles.
- encourage children to choose from a variety of occupational roles and props as they work/play.
- provide time for both boys and girls to engage in active and quiet play.
- avoid sexist language and phrases. ("Mary is a tomboy." "Boys are not nurses." "That is not ladylike behavior.") The following titles provide examples of how sexist language can be avoided:

police officer	flight attendant
mail carrier	sanitation worker
firefighter	delivery person

- create nonsexist interest areas with equal activities for boys and girls.
- avoid stereotyping in assigning tasks. ("Girls don't drive trains.")
- allow boys and girls to participate in all physical activities they enjoy in order to become strong and physically fit.
- encourage respect and friendship between girls and boys.
- place nonsexist games, puzzles, toys, and manipulatives on the shelves in the classroom.
- arrange trips that will expose children to career role models engaged in nontraditional jobs.
- extend awareness of the physically challenged through stories, films, classroom visitors, and other appropriate activities. Children will learn about alternative ways in which some people participate in life experiences, such as through the Special Olympics or by using "kneeling" buses.
- encourage children to use their native language.

Because of the subconscious origin of stereotyping, it is particularly recommended that teachers review their use of language and methods of teaching. For techniques and sample materials that promote equity, teachers are invited to visit or telephone the Office of Equal Opportunity, Room 601, 110 Livingston St., Brooklyn, NY 11201, (718) 935-3602.

Suggested Plan Format

Once the teacher is sure of the content to be covered, knows what instructional materials are needed for the following several weeks, and can see an overall pattern emerging, plans can be committed to writing. Booklets, research texts, reference books, maps, magazines, and other materials should be collected as needed. Trips can be planned to coincide with current themes, and books relating to specific themes can be placed in the library and read to the class.

- Use a large book. Many teachers find that a loose-leaf book allows for flexible planning.
- Index tabs or gate leaves eliminate the need to rewrite topic headings every week.
- The following information can be recorded in the back of the book:
  - — sources for poems, stories.
  - — sources for songs and music.
  - — sources for games.
  - — learning center themes and activities.
  - — curriculum bulletins used.
  - — resources in the community.
  - — daily schedule.
  - — weekly preparation periods.
  - — data regarding trips (addresses, telephone numbers, contact persons).
  - — lists of materials reflecting diverse ethnic, racial, and linguistic cultural groups:
    - realia.
    - illustrative materials (photographs of children and adults engaged in activities; filmstrips; posters).
    - manipulatives (building toys, games, puzzles).
    - art materials (paint, crayons, chalk, clay, paper, cloth, wood).

Planning Checklist

Do you:

- ☐ incorporate an appropriate multicultural/multilingual perspective into all of the classroom experiences, including the selection of books, records, and other materials?
- ☐ plan opportunities for the children to make choices and decisions?
- ☐ include the classroom paraprofessional and other support personnel in planning?
- ☐ develop activities around a current interest or theme?
- ☐ build on children's previous experiences?
- ☐ carefully evaluate the experiences and materials to be used and select those that are developmentally most appropriate?
- ☐ plan a relaxed, unhurried school day with easy transitions from one activity to the next?
- ☐ alternate the scheduling of active and quiet activities?
- ☐ provide differentiated activities?
- ☐ maintain a balance of individual, group, and whole class activities?
- ☐ group children for differentiated instruction?
- ☐ include time each day for planning and evaluating the day's work?
- ☐ plan differentiated homework assignments?
- ☐ provide daily opportunities for large muscle development?
- ☐ include frequent, well planned trips in the school and community?

A First Day in the First Grade

On the first day of school, the teacher of the multicultural first grade class greets the children and their parents at the designated line-up area or as the children enter the room, depending upon school procedures. If children are met at a designated area, the teacher should carry a sign with the class number, the teacher's name and familiar symbol, such as an animal or cartoon character for easy recognition during the first week. A similar sign may be placed on the classroom door. Before proceeding to the room, the teacher should tell the children where they are going and should help them to find partners on the line.

Once inside the room, the children may be seated at predetermined seats or be allowed to choose their own seats for the first day. The children should be shown how to hang up their outer clothing in the class closets. While the children wait for the remainder of the class to arrive, they can look at picture books that the teacher has placed on the desks.

When the class is ready to begin the first activity, the teacher should invite the children to sit in the meeting area or in another arrangement that is comfortable. At this time, the teacher's name should be written on the chalkboard along with the class designation and the room number. Then the information should be read to the children. A short poem (such as "Learning is fun in Class 1-221") may be used to help the children remember the information just read. Name cards, which were previously prepared, should be distributed to the children. The teacher should help the children match the cards to their names on the Attendance Chart. Children may be asked to count the number of boys and the number of girls present in the class.

A welcome song may be sung to the tune of "Happy Birthday":

> Good morning to you,
> Good morning to you,
> My name is_____
> Good morning to you.

Variations may be sung to accommodate the cultural diversity of the class:

> Buenos días a todos,
> Buenos días a todos,
> Mi nombre es_____
> Buenos días a todos.

Be sensitive to the needs of the children in the class for whom English is a second language. Every effort must be made to ensure that all the children understand the day's activities, and translations should be made in the native language when necessary. Discuss what the children will learn in first grade and how the program differs from kindergarten. Write the specific plans for the first day on the chalkboard. As the day progresses, provide time for the pupils to refer to the plans. Another set of name cards may be used to play the following name-recognition game:

> The children are seated in a circle and the cards placed on the floor in the center of the area. As children find their own name cards, they pick them up and say their names. The teacher should use this opportunity to learn the proper pronunciation of each child's name.

The teacher should familiarize the children with the room, materials, and learning centers by having the children visit each area to see and discuss the use of the materials and to learn routines and rules for working together in the classroom.

A sign can be jointly developed by the teacher and the children listing some of the rules discussed.

Use materials carefully.
Put materials back in place.
Work together quietly.
Stop at the signal.

The teacher may have the children line up to take a walk around the school building. Provide some information about their destination and discuss the behavior that is expected of them. Children should be given partners on the line. Then the class visits those places in the building that they will need to locate in the future. The walk may include the main office, the nurse's office, the bathrooms, the lunchroom, and the auditorium.

The teacher should plan a quiet activity before lunch. A story with large pictures may be read and the children invited to make predictions. The children may be asked to find story details that support their predictions. Children may then draw individual pictures of their favorite parts of the story or of the characters. Those who can write their names or words should be encouraged to do so. The teacher should walk around the room helping those children who need assistance with writing. Children may be asked to think of the names of some of their favorite stories. Those stories may be read aloud in class by the teacher at different times in the future.

Before lunch the children should be allowed to use the bathroom and wash their hands. Toileting behavior and taking turns should be reviewed. Then the teacher may show the children pictures of foods to be served and discuss the day's menu.

Many first grade children may be familiar with lunchroom procedures learned in kindergarten. Lunchroom behavior should be discussed and children who are aware of the procedures may be encouraged to coach children new to the school.

When the class returns to the room after lunch, engage them in another quiet activity. Invite children to share their story art from the morning session.

After the children listen to soft music and take a few minutes to rest, assess their understanding of spatial relationships with a "Simon Says" activity.

Place your hands **on** your shoulders.
Place your finger **under** your nose.
Touch the **top** of your ears.
Touch the **bottom** of your knees.

The children may continue this activity of distinguishing between above and below, in front of and in back of, and up and down.

The children may be helped to sing "Put Your Finger in the Air."

Put your finger in the air
in the air
Put your finger in the air
in the air
Put your finger in the air
and hold it for a year
Put your finger in the air
in the air.

Put your finger on your nose
on your nose
Put your finger on your nose
on your nose
Put your finger on your nose
and feel the cold wind blow
Put your finger on your nose
on your nose.

(Repeat the first verse, but change the body part in each succeeding verse.)

Ask the children if they would like to visit the principal's office. Work with the class to compose a letter on experience chart paper requesting permission from the administrator to visit. Help the children think of questions they would like to ask the principal. Then elicit what they might expect to see upon their visit to the principal's office.

Review the day's activities, and indicate what the children will do on the following day. Children may be given a brief verbal homework assignment such as "Bring one of your favorite storybooks to share."

Allow adequate time to prepare for dismissal and to establish proper routines. Have the children pack up their belongings, get their outer clothing, and put their chairs up on the tables. Children may be reassured that parents or siblings will be waiting for them at the exit door. Caution them not to leave the line until they are given permission. Have the children get in line, find their partners, and walk with the teacher through the building to the exit door.

A Second Day in the First Grade

The teacher carries the classroom sign and meets the children at the designated line-up area. If the children go directly to the classroom, greet them as they enter. Parents or siblings may ask questions or offer information at this time. Their concerns should be addressed briefly.

In the classroom, the teacher gathers the children at the meeting place for informal attendance-taking by singing the song "Everybody Has a Name," to the tune of "Mary Had a Little Lamb."

> Everybody has a name,
> Has a name, has a name.
> Some are different,
> Some the same.
> Tell me, what is your name?

Every child should be given a chance to respond to the question. Correct pronunciations are noted by the teacher. The children then look for their name cards and match them with the names on the Attendance Chart. The children place their cards in the appropriate pockets.

The plan for the day is discussed and written on the chalkboard. Then the children may be given an opportunity to ask questions about school procedures.

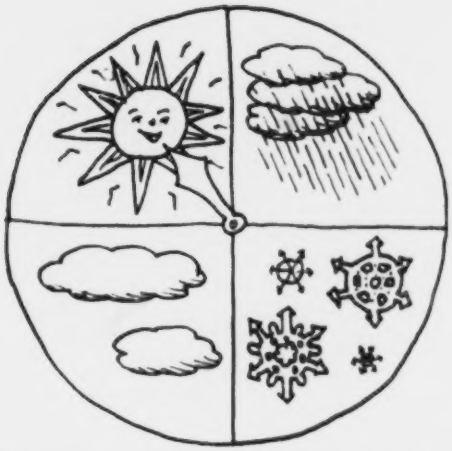
The teacher collects any storybooks children may have brought to class. One book is selected by the group to be read later in the day.

A routine for a daily roll tally may be established. A large sheet of paper with three ruled rows is placed on the board.

boys	IIIII IIIII I	11
girls	IIIII IIIII II	12
boys and girls	IIIII IIIII I IIIII IIIII II	23

The teacher reads the words to the children and explains that each child will make a mark in the proper row. After all the marks have been made, the teacher and children count the marks, and the teacher writes the attendance totals for each row.

The September calendar should be introduced. Discuss the name of the month and day as well as the date. Special days and holidays should be indicated on the calendar. The children may recite the names of the days of the week. A Class Weather Chart may be introduced at this time. The visuals and symbols for sunny, cloudy, snowy, and rainy days should be discussed. A child may be called upon to point the arrow on the weather chart to the appropriate symbol for the day.



Routines for distributing paper and crayons should be introduced. Children may be given sheets of drawing paper to draw self-portraits. Provide a full-length mirror or several hand mirrors. Encourage the children to fill in any facial parts they may have omitted. Write each child's name under the completed portraits. The self-portraits may be displayed on a bulletin board, with an experience story similar to the one following:

The teacher and children may read the story together as the children find their own portraits on the bulletin board. The children may recite the following poem to complete the activity:

Each of us is special
No matter what the name.
Each of us is different;
Yet each is still the same.

Write the poem on chart paper for the children to read on other occasions.

If a preparation period is to be held in the room of a cluster teacher, the classroom teacher should explain to the children that they will be escorted to and from that teacher's room. The teacher discusses again the line-up procedures and proper behavior in the hallways. It is a good idea to apprise the cluster teacher of your themes in order to coordinate activities in the various curriculum areas.

The teacher may wish to assess mathematical concepts by using the flannel board. Place a set of three flannel pieces on the board and ask for volunteers to make a matching set with other flannel objects. This activity may be repeated, varying the number of objects in each set. The children may be given drawing paper and crayons and shown how to fold the paper in four parts. Help the children who are unable to fold the paper in fourths. Then ask the children to draw a set in each box to correspond to sets of 1, 2, 3, or 4 objects.

During the morning the teacher should reinforce bathroom routines as the children make use of the school facilities in pairs or as an entire class.

Before lunch, the teacher should review the morning's activities and praise the positive behaviors of the children. Then, the children line up for lunch and take partners. The teacher accompanies the class to the lunchroom and makes sure that they are seated at their table.

After lunch, the children may be given a few minutes to rest, or they may discuss the foods they ate and any unusual lunchroom situations. The teacher may wish to spend a short time reviewing lunchroom behavior.

The teacher may read a story selected by the children from their favorite book.

Help the children remember from the school tour taken the first day the names and titles of people who work in the school. An experience chart should be developed about the school tour. The children may select the

person they would like to visit after visiting with the principal.

Fingerplays help change the pace and give children opportunities to sing and move together. An example of two fingerplays that the teacher may use are:

On My Head

On my head my hands I place,
On my shoulders, on my face,
On my hips and by my side,
Now behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap them—one, two, three.

Up to the Ceiling

Up to the ceiling,
(Raise both hands up toward the ceiling.)
Down to the floor.
(Lower both hands down toward the floor.)
Left to the window,
Right to the door.
This is my right hand,
Raise it high.
This is my left hand,
Reach for the sky.
Right hand, left hand—
(Raise each hand as it is mentioned.)
Twirl them around.
(Twirl hands in circular motion in front of you.)
Left hand, right hand—
Pound, pound, pound.
(Make fists and hold one fist over the other and pound like a hammer.)

The teacher may wish to practice routines for using the Learning Centers—a discussion about the use of materials, making center choices, and working together. Review the rules for working in centers. As the children work with the materials, the teacher observes their behavior and abilities. At the conclusion of Center Time, a meeting may be called to discuss the success of the activities. A story about working in the centers is written on experience chart paper.

We worked in centers.
We played with puzzles.
We used lotto games.
We worked with letters.
We had fun.

The children are reminded about routines related to going home and enough time is allowed for packing up, picking up the chairs, and getting on line. The teacher escorts the children to the exit door.

A Sample Weekly Schedule

This weekly schedule is a sample of how a first grade teacher might plan a typical week. It complies with the Part 100 Regulation of the State Education Department. Teachers and supervisors, however, may modify the schedule in keeping with district policy and school regulations and organization.

Center time is flexible. This time may be scheduled during the morning, afternoon, or as an adjunct to any curriculum area lesson. Direct instruction should be limited to 10-15 minutes, followed by hands-on, experiential activities, so that the children develop process and inquiry skills. Subject area instruction should be interdisciplinary and related to the current theme. (See "Chapter 5: Developing Themes of Study.")

8:40 - 9:00	**Meeting.** Begin-the-day routines (attendance, calendar, weather, daily plan, checking homework, review of health and safety rules, parent communications).
9:00 - 10:15	**Language Arts.** Small group instruction in reading/whole language activities, related skills in phonics, writing, and listening.
10:15 - 10:25	**Transitions, Fingerplays, and Movement Games.**

10:25 - 11:00	**Mathematics.** Direct instruction, followed by small group and individual hands-on activities using manipulatives in learning centers. (11:00 - 11:40 Prep with art cluster.)
11:00 - 11:15	**Literature.** Story time, read-aloud, listening tapes, discussion, retelling.
11:15 - 11:45	**Creative Writing.** Journals, content-related learning logs.
11:45 - 12:30	**Lunch.**
12:30 - 12:45	**Sharing of Creative Writing.**
12:45 - 1:15	**Social Studies.** Thematic approach to content-area topics.
1:15 - 2:00	**Center Time.** Interdisciplinary approach to curriculum: children select activities using all learning centers in classroom, and include thematic projects in a cooperative setting. (1:30 - 2:15 Prep in library.)
2:00 - 2:10	**Physical Activity — Music/Movement.** Exercise, dramatizations, and dance.
2:10 - 2:40	**Science.** Process-oriented, inquiry-based approach in an experiential setting.
2:40 - 3:00	**Meeting.** Sharing of the day, evaluation of ongoing projects, discussing, clarifying homework, reminders, planning for tomorrow, reading notices, dismissal routines.

Management Routines

It is necessary that the teacher develop clear, well planned management routines with children to establish and maintain orderly movement inside and outside the classroom. In establishing routines, the teacher considers the physical environment, the number of children, and the types of activities being planned.

The periods of time to consider when establishing routines are: transition times—when children are moving from one activity to another; group meetings—when all the children are together to share ideas; and small group or learning center times—when children are working independently, with an adult, or in small groups. Routines for lining up, outdoor play, mealtimes, and drills must also be established to enable children to meet the expectations set for them.

Routines are best introduced by reviewing appropriate behaviors from the children's prior school experiences. Part of each day during the first weeks of school should be spent developing and practicing classroom routines. Once these routines are defined and rehearsed, an occasional reminder from the teacher is sufficient to refocus the class on the task at hand. In addition, new procedures can be developed jointly by the teacher and the children.

The keys to effective routines are clarity and consistency. When clearly stated and adhered to, routines ensure the children's sense of safety, create a pleasant environment, enhance instruction, and increase the availability of materials. Furthermore, an orderly beginning will set the pace for years of productive learning experiences for the children.

Transition Times

The times when children are moving from one activity to another tend to be particularly noisy and active. A transitional activity alerts the children to finish one activity and prepare a different one. In general, the most important transitions occur when:

- entering the classroom and beginning an activity.
- initiating a small group activity.
- distributing supplies and starting the activity.
- finishing an activity and cleaning up.
- returning to the classroom after visiting a "special" room for instruction.

- ending an activity and preparing for lunch.
- completing the final task of the day and getting ready to go home.

There are many different styles of managing transition periods. Effective transition routines focus the children on the activities that help move the group from one task to another. These routines, when established and practiced with the children, help maintain a safe and orderly classroom environment.

Develop procedures with the children that allow enough time to put away work projects and books and prepare for the next activity. The transition from one activity to another should be supported by clearly stated and practiced procedures. Experiment to find methods that work for you and for the children.

One effective procedure uses a cue that alerts children to the end of one activity and the beginning of another. This signal lets the children know it is time to complete their work and meet together for new activities. As the children get ready, adults may want to move about the room, assisting them.

Group Meetings

First grade children meet together in small or large groups for cooperative activities. A circle formation is a most effective way to create intimacy and to conduct a variety of experiences. The group meeting is a time to provide direct instruction, explain tasks and procedures, share ideas and projects, participate in problem-solving, read aloud, recite poetry, or sing songs. When needed, a group meeting may be held in the "Magic Circle" to give the children an opportunity to help each other solve problems.

Working with Individual Children or Small Groups

The most difficult aspect of working with individual children or with small groups is knowing how to maintain a smoothly run classroom at the same time. The solution is to carefully plan routines that enable the children to take care of their own needs while the teacher is busy with an individual or a small group.

When the children have learned to get their own supplies, clean up after themselves, place their work in a designated area, and engage in another activity, they are ready for individual and small group work. The teacher will decide when to group to meet similar needs and abilities and when to have mixed grouping. Careful observation and planning will determine the best ways to group or individualize in each classroom.

Working in Learning Centers

Children are usually very excited about their new experiences in learning centers. To avoid confusion and to encourage children to work independently, it is important to introduce each center carefully. Too many centers established too early will only confuse young children.

Establishing acceptable routines for using learning centers is an important part of the orientation during the first weeks. Early learning center activities focus on materials: paper, crayons, and puzzles. The significant transition takes place when the centers are used for specific tasks such as exploring themes in depth. A writing center may be used for writing to pen-pals or making cards for friends. A science learning center may contain materials that encourage individual growth in skills such as rock or button sorting, categorizing, and vocabulary development. As time passes, the centers will change, vary, and grow more complex.

For more information on learning centers, see "Chapter 3: Creating a Learning Environment."

Forming a Line

Most schools require each class to move through the halls in a double line. The instructions the teacher gives the children at the very beginning of the school year are crucial, as is the teacher's continuing and

patient support. Remember that some children will need assistance in mastering the concepts of "in front of," "beside," or "in back of."

Sample Dialogue

"Selina, please walk to this space. Good! Now face me and stay right there. Thank you, Selina."

"Jamal, please walk to this space beside Selina." (Teacher shows Jamal what "beside" means by helping him into the space and position, if necessary.) "Thank you, Jamal."

"Sam, please walk here and stand in back of Selina." (Helps Sam, if he seems uncertain.) "Thank you, Sam."

The teacher continues until everyone is in place.

Establishing partners or buddies and giving each pair a number for their position on line (reinforced with a Partners' Chart) diminishes some of the confusion and anxiety. Absences, however, will disrupt this system, and the teacher will need alternative plans. Children may be asked to line up in alphabetical or size order, and take the next child for a partner. Line leaders may be chosen to facilitate movement through the halls.

Fire Drills

Fire drills are crucial in the elementary school. Fire drill procedures and behavior need to be reinforced regularly. Teachers demonstrate their genuine concern for the safety of their children when they establish sound fire drill rules and see that they are implemented during every drill.

Children should be taught to distinguish between two-bell and three-bell fire drills. "Two bells" tell the children to get their coats, get on line, and wait for an additional signal. "Three bells" tell children to get on line immediately.

Teachers and children can develop a list of fire drill behavior:

DRILL RULES

Listen to the bells.
Be quiet.
Get your coat.
Get on line.
Move quietly and quickly.

Children should be aware of the exits and staircases to be used by their class during drills.

The teacher's serious and confident manner will assist children in developing proper attitudes and behaviors during school drills.[4] Teachers should familiarize themselves with the Chancellor's Regulations concerning drills.

Bathroom

There are several different ways to manage bathroom routines, depending on the school facilities. Initially, all children will need to be shown how the faucets work and where the soap, towels, and wastebasket are to be kept, so that washing the hands is both emphasized and simplified.

If the bathrooms are at a distance from the first grade room, the teacher should, in the beginning of the school year, take the entire class in line formation, particularly before and after lunch. The children gradually learn to accompany each other in pairs to and from the bathroom, to ask permission to leave the room, and to tell the teacher when they have returned.

Clean-up Time

There are two viewpoints about clean-up time. Some teachers feel that children should be trained to clean up the area in which they have worked, rather than to clean materials and areas left messy by other children. This system results in some children having to perform multiple clean-up tasks by the end of the day.

The other viewpoint considers the classroom as the responsibility of those assigned to specific tasks. Cleaning an area is the job of

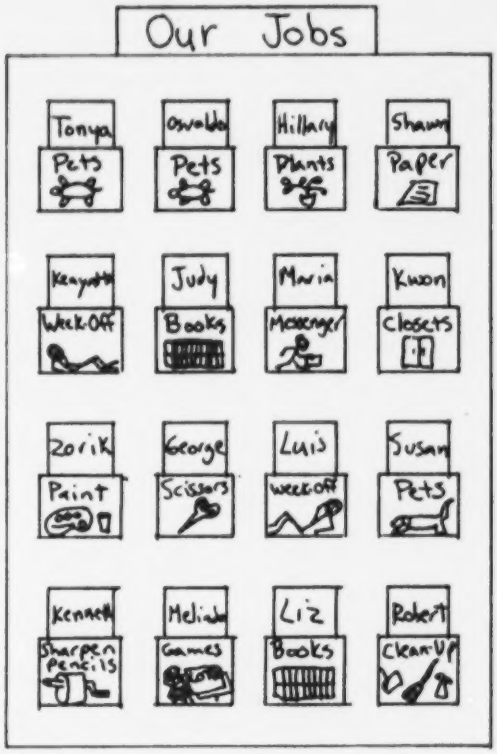
the person indicated on the Job Chart. Children clean areas in which they may or may not have worked. Another advantage of the Job Chart is that this method allows children to handle materials and move into areas that, for one reason or another, they may have been avoiding. In general, however, children are encouraged throughout the day to care for the materials and the space they use.

A sample Job Chart follows for teachers who wish to employ this system. The teacher must examine each task required to maintain classroom order and break it down into manageable parts. The aims are to have a job for each child (on a rotating basis with perhaps a week off) and to accomplish clean-up in a reasonable length of time. The time frame is influenced by the difficulty of the tasks, which may vary from day to day, and by the ability of the children to effectively, slowly or quickly, complete the tasks.

An illustration on the card representing the job, with the word printed underneath, is very helpful to beginning readers.

Following is a list of possible jobs, which may vary according to the amount of use each area receives day by day:

Art Materials	Books
Attendance Chart	Closets
Blocks	Discovery Center
Games	Picture Collection
Literacy Center	Magazines
Magic Markers	Puzzles
Manipulatives	Sweeping
Pets	Writing Materials



It is a good idea to change responsibilities every week. The simplest method is to drop each card down one job. Over the course of the school year, everyone will get at least one turn at each job. It is important to make provisions for delegating job responsibilities when a child is absent.

Any method for clean-up time can be used; consistency, however, is necessary. It is stressed that a well formulated system must be established by the teacher and communicated with great clarity to the children from the very beginning of the school year.

Children will also need something to do when they have completed their jobs This activity must be one the children can and will confine to a single area, and which requires very little supervision. Some experienced teachers use this period of time to encourage children to look at books in the Library/Listening Center. Where clipboards are provided, children can work at an appropriate paper and pencil activity while waiting for others to complete clean-

up responsibilities. A chart similar to the one below will guide children in selecting an appropriate activity:

I'M FINISHED WITH CLEAN-UP!

I can quietly:

begin writing a story.
finish writing a story.
read a book.
read my story to my neighbor.
listen to my neighbor's story.
draw a picture.
ask my neighbor an interesting question.
do a task card.

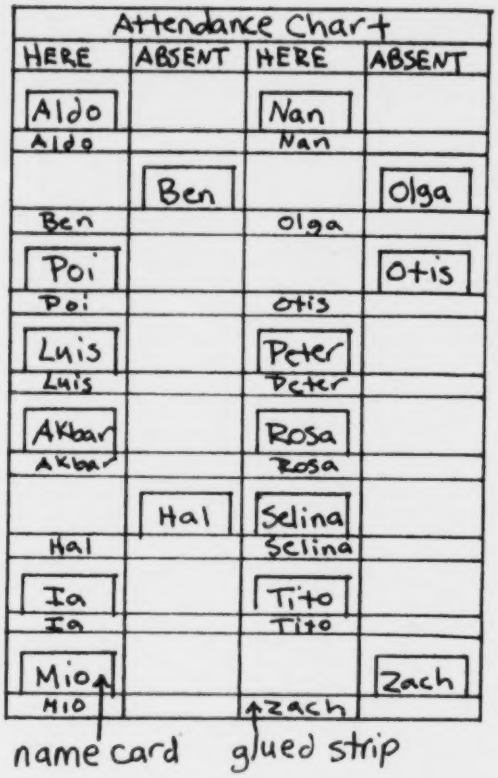
Checking the Children's Work

In checking the work of six-year-olds, "the sooner the better" applies. Checking work while it is fresh in the child's mind reinforces learning. Because this is time-consuming, the teacher will want to distinguish between essential instructional work, and the practice and expressive activities that require mere acknowledgment. Scheduling time for checking children's work with them, while the remainder of the class is engaged in worthwhile activities, is crucial and, at times, a challenge. The teacher is reminded that the quality of the time spent with each child is more important than the quantity.

Attendance

The Attendance Chart is a useful way for attendance to be recorded by the children themselves. It is a simple routine that takes place at the beginning of each day. One way of making an Attendance Chart that will last all year is described below:

Make a pocket chart by cutting two-inch strips of oaktag. Attach the strips to a large piece of oaktag by gluing the ends and the lower edges to form pockets. Make twice as many pockets as you have (or will have) children in the class. Make a printed name card for each child, being sure the name will appear above the "pocket." For example:



As they enter the classroom in the morning, the children should place their individual name card in the **Here** column. At the end of the day the name cards are moved back into the **Absent** column.

Lunchtime Strategies

Some first graders will have had previous experiences eating in the school lunchroom. For others the school lunchroom will be a first experience. Routines for breakfast and lunch in the school cafeteria will have to be developed. For example, at lunchtime, children will have to wash and dry their hands. They will have to form a line and follow the route to the school's lunchroom, where they will be assigned to a table. The children will be lining up, balancing trays, and carrying them back to assigned tables.

For most children, school breakfast and lunch will be an integral part of the educational day for many years. The teacher can help make eating in school a positive

and enjoyable experience. If there is time for the teacher to remain in the lunchroom with the class, the teacher should discuss the menu for the day. Topics for discussion may be about the origins of foods and why food is necessary.

Children need time to finish eating without pressure. To make lunch more pleasant, conversations should be encouraged regarding favorite topics such as toys, television, birthdays, family members.

After everyone is finished eating, the routine for emptying trays should be introduced. Introduce the children to a clean-up procedure and help them become familiar with traffic patterns as they move out of the lunchroom to other designated areas.

After the children return to the classroom, they may play a brief picture game using food pictures that illustrate their lunch menu. They may discuss the food that was served — its nutritional value, color, texture, taste, and origin. The food service manager is an excellent resource and should be called upon to talk with young children about nutritious foods. In addition, the food service manager may be able to provide materials such as posters, games, films, and filmstrips about nutrition and food.

Homework

Homework serves many purposes. It can further the academic growth of children by reinforcing learning. It enables teachers to meet and foster individual needs and interests through differentiated assignments. It provides an opportunity for parents and family members to become aware of what their children are learning. It gives children a time away from school that can be used to review and reorganize materials and to plan for the next school day.

In first grade, homework may be assigned daily, unless otherwise prescribed by district or school policy. It will often be the children who make the initial request for homework, even when teachers are not planning to give an assignment. Since young children see older sisters and brothers with notebooks and pencils in hand doing homework, they expect that their own homework will be written. First grade teachers know the significance and importance of verbal homework assignments in the development of language and thought processes. They should, however, strive for a reasonable balance between written and verbal assignments. But children should not be expected to spend long periods of time copying assignments from the chalkboard. Teachers should use discretion in determining when to assign homework and what type of homework is appropriate. Teachers should recognize differences in home environments (e.g., working parents, shelters) that may impact on the quality and completion of assignments. A meaningful homework assignment is one that is an outgrowth of classroom activities.

Parents have the prime responsibility for their children's education at home and are key resources to their children for answering questions and providing information. They should be encouraged to fulfill their role by providing a suitable environment, support and encouragement for the completion of homework assignments. Teachers can assist parents in becoming aware of different ways that they can participate with their children to enhance learning by suggesting activities such as going on neighborhood walks, playing word games, compiling grocery or "to do" lists, and taking car, subway, or bus trips to parks, museums, or other places of interest.

When trying to decide on the necessity for homework, teachers should keep in mind the purpose of the assignment. The relevance of homework is based on the individual needs of the child. When a child's needs are recognized, a suitable homework assignment should be given. If more than one child has the same need, homework can be given to the group. If applicable, the assignment can be given to the whole class.

It is critical, however, that homework assignments be meaningful to each child.

Homework should not be a last-minute thought. It should be planned by the teacher, along with a process for checking and correcting the completed assignment. Homework should be checked on the day it is due. A completed assignment serves as valuable feedback for both the teacher and the child. Children should be active participants in the evaluation process. The teacher may decide to review assignments with a group during class time or at another appropriate time during the day. Whichever method is selected, the children must receive feedback.

Sample Homework Assignments and Follow-up Activities

Objective	Assignment	Follow-up
To reinforce concepts/understandings that there are many foods that help keep the body healthy and energized:	Find and bring pictures or empty packages of foods.	Use for categorizing foods as healthful or not healthful.
To extend and enhance fine motor skills:	Cut out pictures of objects that are a particular color. Paste them on a piece of paper, or bring them to school for pasting.	Collect and assemble pictures to make a class color book.
To understand characterization for dramatic play:	Draw a picture of your favorite character from the story you heard today.	Mount pictures on wooden slats to form puppets.
To encourage interaction with family members:	Ask each family member what he or she likes to eat.	Tell the class about your findings.
To develop understandings about the passage of time:	Bring a toy that you played with when you were a baby (or an article of clothing that you no longer wear).	Baby clothes and toys can be placed in a class museum for comparison and discussion.
To encourage expressive language and auditory perception:	Tell a family member about a sound that you heard on the way home from school. Try to make the same sound.	Tell the class about a sound you heard on the way to school. Try to make the same sound.
To develop sequencing skills:	Draw three pictures about what you do each day. Mix them up and see if you can put them back in the order in which you did them.	Use pictures for additional sequencing activities on the flannel board in the library/listening center.
To stimulate observation and categorization:	Collect objects such as bottle caps, buttons, and empty cans.	Arrange the objects by size (smallest to largest); devise categories for sorting and classifying.

THE VALUE OF PLAY

*...child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice [in early childhood programs].**

Play is a primary learning mode for young children. It helps to develop children's creativity and provides opportunities for synthesizing information. Play continues to be important in the first grade, although its nature changes from the play of kindergarten youngsters in a number of distinct ways.

Six-year-olds continue to use play to perfect physical skills such as skating, bicycle riding, jumping rope, skateboarding, and throwing and catching balls. When weather permits, teachers can take children outdoors to play in an appropriate area. Plan for large muscle activities and games. Squirrels in the Trees; Freeze Tag; Duck, Duck, Goose; Dodge Ball; and King of the Mountain are some of the games that allow children to exercise their growing muscles as they learn about sportsmanship. Children need these activities to develop physical coordination, strength, and control of their own bodies. At this age, children's play tends to become more formal and organized, and often, they invent their own rules as they go along. Children enjoy playing in small groups and sometimes seek the companionship of a special friend.

Dramatic Play

At age six, children's dramatic play becomes more sophisticated and complex. Their play activities may be grounded in reality, or may revolve around fantasy—castles, witches, cartoon characters, television personalities, and super heroes. Children frequently compose their own scripts and design costumes, puppets, and scenery. Play themes may last for a short time, or continue for weeks with events and characters that change over time.

Skill Games

Children become very interested in board and card games that allow them to practice academic skills such as counting, matching, classifying, sorting, problem solving, and reading. Candyland, lotto, bingo, phonics games, dominoes, and Teddy Bear ABC all invite their participation. Teacher-made games can be used to reinforce skills previously taught, encourage children to think creatively, or present challenges to the children. Children can be shown how to make their own games to play with a friend.

Puzzles with 12 or more pieces are appropriate at this stage. Children can cut colorful pictures from magazines, glue them to oaktag, and cut them into puzzle pieces to put together again at another time.

Play serves as a motivator for learning in the first grade. Often, children will resort to acquired skills in order to put their ideas into practice. Youngsters may measure paper so that it fits into a shoebox diorama, plan a puppet performance and write the dialogue, use a ruler to plan a mural of the neighborhood, sort rocks for the science display, or improvise costumes from crepe paper and ribbons to retell a selection in the reader.

Learning Centers and Play

Learning centers encourage children to use play activities to integrate the curriculum areas. Children may use materials from different centers to explore a theme or to work on a special project. Paint and crayons from the art corner can be used to illustrate a retelling of a book that was read in the literacy center. A map of Africa may be

* From the NAEYC "Position Statement on Developmentally Appropriate Practice in Early Childhood Programs," in *Young Children*, September 1986, p. 6.

BEST COPY AVAILABLE

made from play clay prepared in the cooking center. The computer center could help children publish poetry composed in the writing center.

Children's play is natural, spontaneous, and enjoyable. It encourages them to take risks, make discoveries, and broaden their experiences. Children learn through play as they use skills to develop concepts in social studies, science, mathematics, health, music/movement, language arts, and dramatics.

*The Importance of Play to Learning**

Games reflect the heritage, culture, and traditions of people around the world. International play activities offer surprising similarities and intriguing differences. Parents of children in the class can be invited to school to share games from their native lands. Sharing games of other countries will enrich the dimensions of play and encourage respect for games of people from other cultures.

Children's active participation in self-directed play is the key to motivated and meaningful learning in the early grades. The teacher's role is to plan for individual and small-group activities, organize the environment, and supply the necessary materials. Play becomes learning as the teacher interacts with the children, facilitates their explorations, offers suggestions, and helps resolve problems as they arise.

Learning is essentially an integrated process. Play is an effective way to truly integrate the first grade curriculum so that the individual learner, either alone or with others, can gather information, concepts, and understandings. Creative expression helps the child to construct and internalize meaning, which need not be categorized into separate subject areas (e.g., math, science, social studies, or language arts). Play helps young children to interpret experience, to think, to act, and to dream.

* Adapted from *Games of the World*, Frederic V. Grunfeld, ed. (New York: Holt, Rinehart & Winston, 1975).

Play Is...

Constructing
Designing
Building
Transporting
Classifying
Adding
Subtracting
Ordering
Apportioning
Originating

Measuring
Restructuring
Balancing
Sorting
Dividing
Multiplying
Arranging
Selecting
Coordinating
Experimenting
Conceptualizing
Testing
Questioning
Discussing
Organizing
Validating
Observing
Enjoying
Improvising
Discovering

Comparing
Expressing
Communicating
Participating
Recalling
Responding
Dancing
Moving
Listening

Creating
Accomplishing
Achieving
Experiencing
Imagining
Socializing
Cooperating
Initiating

Imitating
Fantasizing
Verbalizing
Pretending
Recreating
Directing
Encouraging
Sharing

* Adapted from: Rosalie Blau, Ann Zavitkovsky, and Docia Zavitkovsky, *Young Children, Journal of NAEYC*, November 1989, p. 30-31

WORKING WITH LIMITED ENGLISH PROFICIENT (LEP) CHILDREN

LEP Children in a Monolingual Setting

This section will provide teachers in the monolingual classroom setting with information and strategies that will be useful in supplementing the ESL program of the children. The large number of students who speak a language other than English presents all teachers with an additional challenge. Research strongly indicates that children learn best when the home language is incorporated into the school environment. It is therefore important that all first grade teachers, not just bilingual and ESL teachers, accommodate home cultures in their instructional strategies. An additional value of including children's cultures in the teaching process is that children value their own individualities and cultural identities, while they learn to appreciate and respect other children and their diverse cultures, as well.

Effective September 1989, the New York City Board of Education mandated the implementation of bilingual and English as a Second Language (ESL) services for all general and special education limited English proficient (LEP) students in kindergarten through grade 12 who score at or below the 40th percentile on the English Language Assessment Battery (LAB). This cut-off was raised from the 20th percentile, which was established in 1974.

In elementary through junior high school, bilingual instruction is mandated where there are fifteen or more LEP children, with the same other-than-English-language background, enrolled in one grade or two contiguous grades within a school. When there are at least fifteen such children from a Spanish-speaking background who score at or below the 20th percentile, all bilingual program elements as prescribed in the Aspira Consent Decree/Lau Plan must be provided as follows:

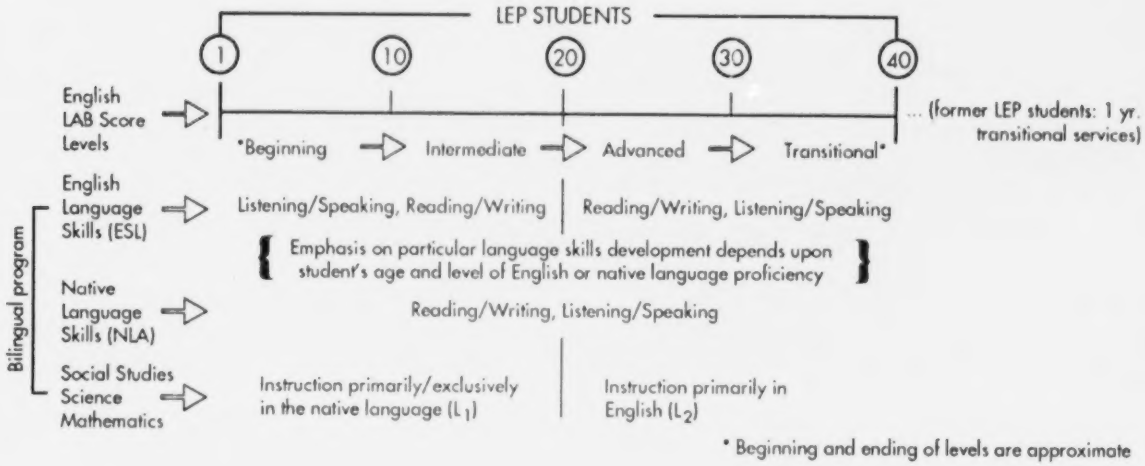
- Native-language language arts instruction;
- Content area instruction in the native language (science, mathematics, and social studies); and
- English as a Second Language instruction.

Children who score between the 21st and 40th percentiles on the English LAB must be provided with content area instruction, either in English using ESL methodologies or in the native language, as appropriate. In cases where there are insufficient numbers of LEP children to mandate bilingual instruction as indicated above, ESL instruction must nevertheless be provided.

The ideal instructional setting for LEP children is a bilingual classroom where their native languages are used as the medium of instruction. There may be times, however (e.g., parents "opt out," or there is a lack of a sufficient number of children with the same language), when a teacher in a monolingual classroom has LEP students who receive ESL instruction for only one period and remain in the general education classroom for the rest of the day.

The instructional needs of LEP children scoring from the first to the 20th percentile on the English LAB and from the 21st to the 40th percentile are different. It is, therefore, important to have a different instructional focus for these two groups of eligible students. The following chart gives some instructional guidelines and may be helpful in establishing appropriate instructional groupings.

Bilingual Instructional Program Continuum



The levels of language development described in the chart based on the LAB score are detailed below:

Beginning Level: Students receive instruction that emphasizes listening with comprehension and speaking. Reading and writing skills appropriate to each student's age, grade, and native-language proficiency must also be taught. For example, while kindergarten and first grade youngsters may be at the beginning reading level, older youngsters may be very skillful readers in their native languages. These native language literacy skills are an important foundation for the acquisition of literacy skills in English, and should continue to be developed as well.

Intermediate Level: Students continue to receive instruction in listening and speaking English through a wide variety of ESL instructional activities appropriate to their age and grade levels. Reading and writing instruction that is based on their listening and speaking skills must be provided in the ESL classroom. For children in the early grades, this may mean a continuation of the building of basic literacy skills in English while for older students, higher level reading and writing skills may be fostered.

Advanced Level: LEP students in grades K-12 who are at the advanced level must receive instruction that incorporates aspects of the community school district's English language arts program. At this level, however, instructional methodologies must still take into account the fact that these students come from other-than-English-speaking backgrounds and still need ESL. Students who are found to need some remediation in certain areas of ESL must be provided such services in addition to their regular ESL instruction. Reading and writing English must be emphasized and integrated with listening and speaking instruction.

Transitional Level: The ESL component for LEP students at this level must emphasize all aspects of the English language arts curriculum, although these should be taught with the support of appropriate ESL methods and techniques. The scope and sequence of such programs should be adapted from the English language arts program offered to the general school population at comparable grade levels.

It is important to remember that second-language learners have the same abilities as their classmates. Instructions given to the entire class must be altered for the LEP children. The teacher can provide numerous examples in a variety of forms, and demonstrate what is to be done. Direct experiences, concrete objects, and extensive use of illustrations will greatly increase comprehension. Telling stories using illustrations, practicing choral speaking, and singing action songs provide a wealth of linguistic input that can be shared by the entire class.

Sufficient time must be provided for activities that integrate the four language skills: listening, speaking, reading, and writing. In the initial stages of second-language acquisition, primary emphasis is on receptive skills and following oral directions. In this context, reading aloud and telling stories to children, particularly from "predictable big books" and wordless picture books, are effective ESL strategies that promote language learning and literacy within a holistic frame.

Reading to children provides them with the opportunity to listen to vocabulary in a meaningful context and allows them to begin to internalize the rhythms, stresses, and intonations of the language. The stories they hear will form a reservoir of scripts; LEP children can retell these stories and use the language with their teacher and classmates in natural settings. Concomitantly, reading aloud to the children provides the scaffolding for cognitive growth and language proficiency within the positive and supportive environment that is imperative for successful second-language acquisition.

Storytelling develops language and cognition through exposure to a rich variety of literary traditions. Folk tales, fables, myths, and poetry of various countries form a wealth of cultural resources that children can share and enjoy. Stories that are familiar to the children in their native language are an excellent springboard for language development in English, as the known content lightens the cognitive load. The teacher must be aware of the fact that many stories are written for native speakers of English and may, therefore, contain language structures too complex for beginning learners of English. Care must be taken to present versions of the stories that contain useful vocabulary, that are supported by illustrations or props, and whose grammatical structures have limited variation.

After sharing a story, children can be asked to:

- point to characters and objects in the illustration.
- name characters and objects.
- put pictures in sequence.
- complete the teacher's sentences.
- ask and answer questions.
- dramatize with puppets.
- retell the story.
- describe and compare characters.
- sing songs and recite poems on related topics.

This literature may be enriched and extended through a wide variety of activities and experiences in music, movement, dance, and drama.

Simultaneously, it establishes a timely base for questions designed to encourage critical thinking. A suggested scheme might include the following:

Objectives	Implementation Activities	Teacher Questions
Building Vocabulary	pointing; selecting correct picture; naming	Show me the _____. Who is this? What is this?
Selecting Details	selecting correct picture; describing	Is this a ____ ? Is this a ____ or a ____ ? Who _____ *(action)*? What does _____ *(name)* have? What do _____ *(name)* do? Whose _____ is this?
Finding the Main Idea	providing a title	What's the name of the story?
Establishing Sequence	putting picture cards in order	What happens first? next? last? (before/after)
Drawing Inference Predicting Outcomes	answering questions	Why did _____ *(name)* _____ *(action)* ? How did _____ *(name)* _____ *(action)* ? Do you think they wanted to _____ ? *(action)* What do you think happened to ____ *(name)* after they ____ *(action)*?
Critical Thinking Making Judgments	removing pictures or details that do not belong; classifying pictures	What doesn't belong? Do you think it was a good idea for ____ *(name)* to ____ *(action)*?

THE BILINGUAL FIRST GRADE PROGRAM

Bilingual first grade programs in New York City public schools reflect an increasing awareness of the need to provide appropriate education for all our school children. The integration of bilingual methodology into a developmentally appropriate child-centered environment is of paramount importance for a school system that serves the wide cultural and linguistic diversity of the New York City student population. Additionally, the role of the children's cultures in our multicultural society is of great significance.

It is of utmost importance to highlight the fact that the curriculum for bilingual classes is the same as that for monolingual classes. The delivery of instruction in the native language and the use of second-language methodologies are its major differences.

There is a significant correlation between positive self-image and success in school.* The philosophy underlying bilingual education programs in the New York City public schools is based on research. For children who are in the process of acquiring English language skills, it is clearly advantageous to continue to become literate, acquire content area knowledge, and develop concepts and critical thinking skills in their native language. The knowledge and skills learned in the native language are then transferred to the second language.

* J. Cummins, *Empowering Minority Students: A Framework for Intervention* (Harvard Educational Review Vol. 56 No. 1, 1986).

Steven Krashen, *Bilingual Education: A Focus on Current Research* (Washington, DC: WCBE National Clearinghouse on Bilingual Education, 1991).

C. Ovando and V. Collier, *Bilingual and ESL Classrooms* (New York: McGraw-Hill, 1985).

The first grade bilingual education program is grounded in instructional practices developmentally appropriate to the cognitive and linguistic strengths and needs of LEP children. The child's native language is used as the primary language of instruction for concept and skill development, coupled with a strong ESL instructional component. School success is built on many experiences and backgrounds that LEP children bring to school. All cultures are integrated in the curriculum, with special emphasis placed on the culture(s) of the classroom population.

Teaching methodology for bilingual education of young children incorporates both the first- and second-language acquisition processes. English-language skills development for limited English proficient youngsters is based on methods and materials of second-language acquisition. Children acquire the vocabulary and structures of English, as well as a knowledge of our multicultural society, as part of a fully developed program of listening, speaking, reading, and writing. ESL is the appropriate English language arts program for LEP children. When content area instruction based on concepts learned in the native language is integrated with ESL, children are offered a firm base for academic and social success in general education classes.

The bilingual first grade curriculum takes into account each child's strengths and interests, learning styles, native-language skills, level of English proficiency, and stage of development. This instructional focus will:

- Provide native-language instruction in order to develop critical thinking skills and the mastery of concepts. Native-language development supports English-language development.
- Provide an ESL component to enable children to become proficient in English.
- Provide a positive, open, experiential environment while encouraging sustained use of the native language as a vehicle for communication and learning.
- Provide a literature-rich native-language development program through whole language approaches.
- Provide inquiry skills and instruction in the content areas so that linguistically diverse children will have achieved parity with their English-speaking classmates.
- Provide hands-on learning experiences through art, music/movement, and discovery and problem-solving activities.
- Provide holistic instruction in a bilingual/multicultural learning environment that emphasizes language development through activities appropriate to the social, linguistic, and academic developmental needs of young children.
- Provide for the use of learning centers and the integration of the curriculum areas by using a thematic approach.
- Foster self-esteem through the development of pride in and knowledge of the native culture.
- Provide multicultural education experiences that foster appreciation of and respect for cultural pluralism.

Educational strategies focus on small group instruction; learning centers containing materials related to mathematics, science, art, and the children's cultures; and language development.

The goal of the bilingual/multicultural program is for our young learners to become fluent and literate in two languages and to achieve their full potential.

Culture and Language

All children come to school with their own cultural and linguistic traditions. In addition to meeting the academic needs of the student, the school should also provide an understanding of the multicultural aspects of American society. Children are capable of maintaining their ethnic identity while acquiring the school culture and respecting and appreciating other cultures. Such integration enables children to value what they are and who they are becoming. This

process fosters the development of sound and healthy individuals.

Culture must be incorporated into all curriculum areas and all parts of the learning environment. The basic concepts to be emphasized are that cultures have common elements, that all have some salient characteristics that make them unique, and that all are valid. The teacher should seek to become knowledgeable about each child's culture. This serves as the foundation for introducing information about other cultures.

An understanding of diversity provides children with a broader sense of the world and its people. The teacher in the bilingual classroom must plan for systematic use of the native language and the English language. Since the language chosen for a given situation may be perceived as a value judgment, the teacher's attitude toward and the use of each language must demonstrate that both are important and valuable.

Languages must be separated for the purpose of instruction. Each particular lesson's content, questions, and comments must be conducted entirely in one language. However, when the teacher speaks the children's primary language(s), and feels that using them will alleviate frustration, it is acceptable on occasion to promote comprehension in this way. Teachers should, however, avoid translation as a teaching strategy, particularly if some children in the class are excluded from the same assistance.

English as a Second Language (ESL)

Teaching English as a Second Language requires special training, not only in methods of second-language teaching, but also in the use of materials appropriate to the targeted age group. Since a large percentage of the children in New York City schools came from backgrounds where a language other than standard American English is spoken, it is wise for every teacher to be familiar with the cognitive and affective needs of second-language learners. This precept is especially significant in early childhood programs.

What is ESL?
Social and Academic English

It is important for teachers of LEP students to be aware of the fact that there are two types of English-language proficiency: social and academic. Cummins (1978) called these Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

The first denotes a student's ability to function conversationally in English and "survive" or negotiate everyday situations. The second refers to a student's ability to function academically in English, and is critical to school success. Teachers must remember that the two are not totally separate aspects of language functioning, but rather a continuum of the uses of language that children gradually acquire as they develop during the preschool and school years.

While peer-appropriate communication is generally achieved within two years (BICS), it often takes five to seven years to achieve English proficiency for academic tasks (CALP) on a par with native speakers of English of the same age. In a definition provided by the New York State Teachers of English to Speakers of Other Languages (NYS TESOL), an effective and successful ESL program addresses the development of both social English and academic English. It allows students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. Academic English must be developed in a classroom setting in which a variety of ESL methods or approaches are used to develop the cognitive, academic, and content-specific English-language skills necessary for LEP students to succeed in the mainstream.

A substantive and compelling body of research indicates that a second language is learned not so much by instruction in the rules of language, but by using the new language in meaningful contexts. Effective instruction in ESL actively engages the learner in the lessons being presented with language that is both comprehensible and purposeful. Like their English-speaking classmates, LEP children must be involved with materials and ideas that are appropriate for their age and level of development. Instruction for LEP first grade children can, with certain modifications, make use of many of the themes and materials developed for the monolingual child, but should also include the following understandings in the area of ESL:

- Children always understand more language than they can produce and should be given opportunities to demonstrate their comprehension nonverbally.
- Speech emerges from and is preceded by a "silent period," which should be respected.
- Single-word utterances and short phrases are natural and acceptable language. Children will use more extensive language as they become increasingly able to express their wants, needs, feelings, and opinions.
- Language learning should simultaneously foster the child's conceptual development and provide a vehicle for communication.
- The situations and settings for language use in the classroom should be as real and comprehensible as possible. The teacher incorporates experiences and activities that are culturally relevant to the children.

It is a very sensible and practical measure to assign a classmate as a "buddy" for any LEP child in a monolingual class who needs assistance in following the day-to-day routines.

Four Levels of Language Acquisition

Language is acquired in basically four stages: preproduction, early production, speech emergence, and intermediate fluency. By correctly identifying a student's level of language acquisition, appropriate instruction activities can then be provided to prepare students of any age for successful communication and achievement. The following descriptions and suggestions are adapted from work by Stephen Krashen*:

A. Preproduction

The first stage is called the comprehension or preproduction stage. In the preproduction stage beginners develop the ability to extract meaning from utterances directed to them.

Some of the characteristics of this stage are:

- Students begin to associate sound and meaning in the new language.
- Students grasp the main idea of what is said by focusing on key words.
- Most students will acquire and recognize enough vocabulary to follow all basic instructions and begin to understand what their classmates are saying even though they themselves may not be ready to speak (silent period).

Implications for instructional support:

- Lessons should be based on comprehensible input, that is, contextualized language with constant visual support and reinforcement in a variety of settings.
- Lessons will help to develop a large receptive vocabulary, that is, vocabulary that students understand but are not necessarily ready to produce.
- Listening strategies developed during this silent period will form the basis for later speech production.
- The preproduction stage may last anywhere from a few weeks to several months.
- Students should be exposed to the printed word.

* Steven Krashen, *The Natural Approach: Language Acquisition in the Classroom*. Englewood Cliffs, NJ: Alemany Press, 1983.

B. Early Production

Some of the characteristics of this stage are:

- Students speak using one or two words or short phrases.
- Some students will mispronounce words they have heard and understood many times. This is a natural part of the language-learning process. The teacher should model rather than correct.
- Some students will experiment with words they have heard.

Implications for instructional support:

- Comprehensible input is key to furthering language acquisition.
- Lessons should expand receptive vocabulary.
- Activities should motivate students to produce vocabulary that they already understand, to take risks in order to express meaning.
- During this stage, all attempts to communicate should be warmly received and encouraged. Drills and pronunciation exercises should be avoided since grammar and pronunciation will improve through ongoing ESL instructional activities. Initial reading and writing activities based on ESL strategies should be introduced.

C. Speech Emergence

Some of the characteristics of this stage are:

- Students speak in longer phrases and complete sentences.
- Students begin to generate their own sentences.
- Errors are still common since utterances are longer and more complex.

Implications for instructional support:

- Teachers continue to provide comprehensible input.
- Lessons should continue to develop and expand receptive and productive vocabulary, including content area vocabulary.
- Activities should be designed to promote higher levels of language use.
- Students will not acquire grammar until they hear it.
- Many students may be ready to begin reading specialized materials that have a controlled vocabulary.

D. Intermediate Fluency

Some of the characteristics of this stage are:

- Students engage in conversation and produce full sentences and connected narrative.
- Students begin to interact extensively with native speakers.
- Errors in speech will be fewer than during the speech emergence stage.

Implications for instructional support:

- Lessons should continue to develop and expand receptive and productive vocabulary.
- Activities should be designed to develop higher levels of language use in content areas.
- More extensive reading and writing activities should be incorporated into all lessons.
- Students are challenged to produce responses that require creativity, critical thinking, and complete sentence structures.

Independent Activities for Second Language Development

- Listening to tapes with illustrated books.
- Illustrating stories.
- Sequencing picture cards from stories.
- Classifying objects and/or pictures.
- Retelling a story using flannel board.
- Rereading experience charts.
- Sequencing sentence strips from experience charts.
- Matching word cards to pictures.
- Unscrambling sentences on word cards.
- Dramatizing with puppets
- Maintaining personal picture dictionaries.

Another successful approach to second-language learning has been developed by James Asher, a California psychologist.* Total Physical Response (TPR) capitalizes on many of the same strategies that children use in

* James J. Asher, *Learning Another Language Through Actions: The Complete Teacher's Guide* (San Jose, CA: Sky Oaks Productions, 1979). Permission pending.

gaining fluency in their first language. By listening and responding to verbal instructions on a wide assortment of topics (e.g., making a fruit salad, sharpening a pencil, drawing a picture), children are able to integrate both "muscle learning" and language learning. Helping youngsters combine movement and language through the activation of the sensory system increases their long-term recall of the language and enhances the believability quotient. By providing an interactive model of language learning, TPR operates on the premise that young children learn best in an environment of reduced fear and anxiety where language is heard and used for real reasons and real needs. Since TPR parallels native language acquisition, the procedure may seem intuitive. The following brief outline may be helpful.

The Basic Total Physical Response Procedure

1. Demonstration: Children listen and observe while the teacher gives the language and models the behavior.
2. Children listen and respond to the teacher's language by imitating the teacher's behavior.
3. As children gain confidence in their understanding of the language, the teacher gradually withdraws the support of modeled behavior. Children may respond as a group or individually.
4. The teacher recombines old and new language and models the appropriate behavior; children begin to participate and demonstrate their understanding, as above.
5. When the children are ready, they will indicate that they can reverse roles with the teacher, other children, and the whole group.

Children should be encouraged to use English in activities that engage their interest and imagination. To this end, finger painting, clay modeling, paper construction, cooking, and music are valuable and appropriate experiences for the second-language learner. These and other primary experiences encourage children to share their insights and their joys. Their discoveries should be extended through various art activities or written as parts of a language experience chart that can be read and illustrated. In this manner, children progressively come to the understanding that language is a communicative tool they can use for their own purposes and intentions. The emphasis here, as in all effective ESL instruction, is on fostering communicative competence.

Music activities will rapidly involve all children in language learning, including the shyest or least proficient in English, because they give children a sense of belonging to the new language group. Materials specifically designed for the ESL child are unique in that they are linguistically controlled, and they tend to employ the rhythms and stress patterns of natural speech. Songs, rhymes, and chants will add a lively dimension to language learning.

While no one specific philosophy or methodology is endorsed in this manual, there should be an understanding that language learning is a very complex and arduous task for anyone. It is no less so for any six-year-old child in New York City. Children need extensive opportunities to listen to and experiment with the sounds and structures of English in a secure setting. They need a diverse range of models using the language in various contexts in order for their utterances to become habitual and automatic. Finally, adapting to a new culture needs the generous and sensitive understanding of a teacher committed to helping all children learn and grow in a fashion consonant with their abilities and interests.

Resources and curriculum guides available from the Division of Bilingual Education, Board of Education of the City of New York, include: *A Guide to TPR: Using Total Physical Response in the ESL Classroom, Children of the Rainbow—Kindergarten*. These publications are teacher resources for bilingual early childhood programs in New York City schools, as part of compliance with the mandates of the Aspira Consent Decree and Lau Plan. English as a Second Language is an integral part of

every bilingual education program. Where bilingual education programs cannot be organized because of insufficient numbers of children of the same language and grade, a structured ESL program must be provided, as a minimum.

Because culture and language cannot be separated, understanding the basic elements of each child's culture and language will enable teachers to make all children feel welcome and secure. Listed below are some of the over one hundred languages spoken by limited English proficient children in New York City's public schools, and the countries in which the languages are spoken. (All of the languages that may be spoken by LEP students in the public schools are not included, since space does not permit a list of the more than 5,000 languages and dialects in the world.) Almost half of the first grade pupils come from homes where a language other than or in addition to English is spoken.* It is evident that we New Yorkers have much to celebrate!

LANGUAGE	COUNTRY	LANGUAGE	COUNTRY	LANGUAGE	COUNTRY	LANGUAGE	COUNTRY
Afrikaans	South Africa	Filipino	Philippines	Kurdish	Iraq,	Spanish	Colombia,
Albanian	Albania	Finnish	Finland	(continued)	Syria,	(continued)	Costa Rica,
Amharic	Ethiopia	French	France,		Russia		Dominican Rep.,
Arabic	Algeria,		Luxembourg,	Lao	Laos		Ecuador,
	Iraq,		Belgium,	Luo	Kenya		El Salvador,
	Oman,		Switzerland,	Macedonian	Macedonia		Guatemala,
	Bahrain,		Canada,	Malagasy	Malagasy		Honduras,
	Egypt,		Haiti,		Republic		Mexico,
	Israel,		French depend-	Malayalam	India		Nicaragua,
	Jordan,		encies in many	Malay	Malaysia,		Panama,
	Kuwait,		African and		Thailand,		Paraguay,
	Lebanon,		Asian nations		Singapore		Peru,
	Libya,	Ga	Ghana	Maltese	Malta		Puerto Rico,
	Morocco,	German	Federal	Marathi	India		Spain,
	Qatar,		Republic of	Nepali	Nepal,		Uruguay,
	Saudi Arabia,		Germany,		India,		Venezuela
	Southern		Austria,		Bhutan,	Sundanese	Indonesia
	Yemen,		Switzerland		Sikkim	Swahili	Tanzania
	Sudan,	Greek	Greece,	Nyanja	Zambia		Kenya,
	Syria,		Cyprus	(aka Chinyanja)			Zaire,
	Tunisia,	Guarani	Paraguay	Oriya	India		Uganda,
	United Arab	Gujarati	India	Papiamento	Netherlands		Rwanda,
	Emirates,	Gurma	Ghana,		Antilles		Burundi
	Yemen		Togo,	Pashto	Afghanistan,	Swedish	Sweden
Armenian	Armenia		Upper Volta	(aka Pushto)	Pakistan	Tamil	Malaysia,
Assamese	India	Haitian	Haiti	Polish	Poland		India,
Azerbaijani	Azerbaijan	Hausa	Nigeria,	Portuguese	Brazil,		Sri Lanka,
Balante	Guinea-Bissau		Niger,		Portugal,		Singapore
Bambara	Mali		Togo,		Guinea-	Telugu	India
Belorussian	Belarus		Ghana,		Bissau	Thai	Thailand
Bemba	Zambia		Cameroon,	Provençal	France	Tibetan	Tibet:
Bengali	Bangladesh,		Dahomey	Punjabi	Pakistan,		Autonomous
	India	Hebrew	Israel	(aka Panjabi)	India		Region of China
Brahui	Pakistan	Hindi	India	Rajasthani	India	Tigre	Ethiopia
Breton	France	Hungarian	Hungary	Romanian	Romania	Tigrinya	Ethiopia
Bulgarian	Bulgaria	Ibo	Nigeria	Romansch	Switzerland	Tuareg	Upper Volta
Burmese	Burma	Indonesian	Indonesia	Rundi	Burundi	Turkish	Turkey,
Catalan	Spain,	Italian	Italy,	Russian	Russia		Cyprus
	France		Switzerland	Samoan	Samoa	Turkman	Turkmenstan
Cham	Cambodia	Japanese	Japan	Scottish		(aka Turkoman)	
	(now known	Kanarese	India	Gaelic	Scotland	Twi	Ghana
	as Kampuchea)	(aka Kannada)		Seneca	United States	Ukrainian	Ukraine
Chinese	China,	Karen	Burma	Serbo-	Former	Urdu	India,
	Taiwan,	Khmer	Cambodia	Croatian	Yugoslavia		Pakistan
	Hong Kong,		(now known	Seri	Mexico	Uzbeck	Uzbekistan
	Singapore		as Kampuchea)	Shluh	Morocco		Afghanistan
Czech	The Czech	Khowan	India,	Sindhi	India,	Yiddish	spoken by Jews
	Republic		Kashmir		Pakistan		primarily of
Danish	Denmark	Korean	Democratic	Sinhalese	Sri Lanka		Eastern Europe
Dari	Afghanistan		People's	Slovak	Slovakia		and countries to
Farsi	Iran		Republic of	Somali	Somalia,		which they have
Dutch	Netherlands,		Korea,		Ethiopia,		moved
	Netherlands		Republic of		Kenya	Vietnamese	Vietnam
	Antilles		Korea	Spanish	Argentina,	Yoruba	Nigeria
Ewe	Ghana,	Kpelte	Liberia		Bolivia,	Yoruba	Nigeria,
	Togo	Kurdish	Turkey,		Chile,		Dahomey
Fanti	Ghana		Iran,		Cuba,		

* Facts and Figures: Answers to Frequently Asked Questions About Limited English Proficient (LEP) Students and Bilingual/ESL Programs — 1993-94 (New York City Board of Education, Division of Bilingual Education, 1993).

BEST COPY AVAILABLE

CHAPTER 3: CREATING A LEARNING ENVIRONMENT

THE MULTICULTURAL LEARNING ENVIRONMENT

Schools reflect the diverse ethnic and racial cultures, as well as the many languages spoken within the community. The learning environment should be structured to encourage an appreciation of the positive contributions of all cultures within the school community and to enhance a respect for societal diversity.

The multicultural learning environment:

- promotes self-esteem, confidence, and cultural/linguistic identity.
- allows children to appreciate the richness of their language, background, religion, and culture, as well as those of their peers.
- provides children with an extended, enriched vision of the world around them.
- encourages the growth of mutual respect and acceptance through appropriate work/play experiences.
- includes family and community as ongoing, important resources for extending children's understanding of languages and cultures.

The teacher incorporates cultural and linguistic diversity in the classroom by:

- reading stories, folktales, and poems that reflect different cultures and languages.
- integrating realia from different cultures into the learning centers.
- providing and displaying records, books, posters, magazines, and tapes that are free of racial and sexual bias, and that reflect many cultures and languages.
- displaying and making ethnic artwork and crafts in the art center (e.g., beadwork, masks).
- featuring nutritious recipes from many cultures in cooking and snack activities.
- using curriculum resources and research information that reflect contributions made by people from many cultures.
- displaying the children's self-portraits.
- displaying pictures that portray different kinds of families.
- displaying males and females of diverse ethnic, racial, and linguistic cultural groups in nontraditional roles.

The teacher organizes a multicultural learning environment by:

- establishing well organized centers for experiential and integrated learning.
- providing manipulative materials reflective of cultural diversity.
- providing open-ended problems and questions that promote critical thinking.
- designing experiential activities that promote spoken and written language in English and native languages.
- designing experiences that promote sharing and working independently.
- guiding children through activities that promote security and success.

THE MULTICULTURAL LEARNING CENTER APPROACH

The learning environment consists of everything a child experiences—people, places, and things. Young children learn by interacting with their environment. Therefore, when planning the classroom learning environment, the teacher considers the backgrounds, cultures, strengths, interests, and needs of all the children.

The physical environment of the classroom invites and encourages exploration and discovery. Through varied activities, children develop skills and concepts. Classrooms that are organized into learning centers provide opportunities for manipulating materials, solving problems, developing spoken and written language, sharing, and working independently.

The learning center approach allows children to be active participants in their own learning. By working with a wide variety of materials, children learn through discovery at their own individual pace and level of ability. The teacher structures the environment, sets up the centers, and keeps track of the children's progress. When necessary, furniture, materials, and equipment can be arranged so that children with special needs are involved in all the areas.

A learning center is an area of the room set aside for specific activities. Learning centers in the first grade can include:

- Art
- Discovery
  - — Science
  - — Cooking
- Literacy Centers
  - — Library/Listening
  - — Writing
- Manipulatives/Games
- Mathematics
- Music and Movement
- Social Studies
- Theme Centers
- Writing

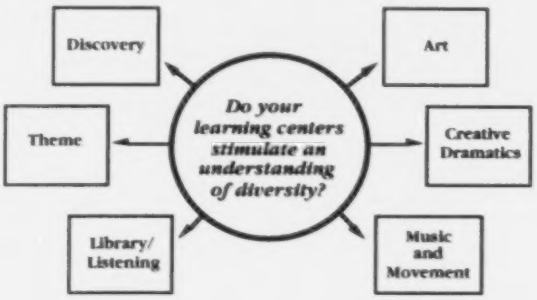
The learning center approach provides for:

- hands-on experiences.
- activities that range in levels of difficulty.
- use of materials to achieve, reinforce, or enrich skills.
- development of thinking and problem-solving abilities.
- sharing and cooperation.
- emphasis on respect and appreciation for the diversity of ethnic, racial, and linguistic cultures within the community.

An *interest center* is an area that focuses on a particular theme. For example, if the theme is "Dinosaurs," a table may be set up with a variety of pictures and models of dinosaurs for children to explore and discuss, as well as a suggested set of activities for children to pursue. The teacher and children should discuss the purpose of each center.

MULTICULTURAL LEARNING CENTERS

As teachers begin to infuse a multicultural/multilingual perspective into learning centers, they should assess the extent to which their classroom fosters the children's understanding of diversity.



Appropriate suggestions for a variety of suggested learning centers follow.

Theme Centers

- Include pictures and books reflecting a variety of family groupings (e.g., single parents, foster parents, grandparents, etc.).
- Include props and costumes from a variety of cultures (saris, shawls, dashikis).
- Include pictures of people in nontraditional work roles.
- Display ethnic artwork and crafts to be made, seen, and used.
- Display photographs of men and women in a variety of nurturing roles.

Creative Arts Center

Music and Movement

- Musical instruments reflect a variety of styles from diverse cultural and ethnic groups (klimba — West African finger piano; sitar — stringed instrument from India; maracas; tabla; err hu—Chinese violin).
- There are opportunities to share music for listening and movement (songs from various cultures, folk dances).
- There are tapes or recordings of songs and music from many cultures and in many languages (e.g., *Caribbean Songs and Games for Children*, Folkways Records).

Art

- Art activities incorporate crafts found in different cultures.
- Artifacts and pictures reflect diverse cultures and males and females in nontraditional jobs. (Some examples include beans, straw, scraps of materials, baskets, pottery, magazines, beadwork, masks.)

Creative Dramatics

- Various customs and traditions are represented in the equipment used in the creative dramatics area (chopsticks, mat).
- Clothing is available for children to use in role-play (kimonos; dashikis; cloth to wrap into saris, gelees, or bubas).
- Diverse groups (including the disabled) are represented in the doll collection.
- There is a range of racial groups that includes more than "black" and "white" dolls (e.g., Latino/Hispanic, Asian).
- The physical features of the dolls are authentic.

Literacy Center (Library, Listening, Writing)

- Children's books are free of stereotypes and sexist images.
- There is a balanced collection of books and tapes that reflect familiar and unfamiliar ethnic, racial, and linguistic cultures.
- Tapes of stories and poetry in many languages are available.
- Many ethnic/racial groups and cultures are represented in the class library (e.g., *All Kinds of Families* by Norma Simon).
- There is a balanced collection of books in various genres of literature (e.g., poetry, folktales, myths).
- Writing materials (e.g., paper, crayons, markers, pencils, construction paper) are available.
- Computer software should include a variety of options.

Discovery Center (Science, Mathematics)

- The Discovery Center contains materials (such as full-length mirror, magnifying glass, and tape recorder) that allow children to explore their own physical characteristics and those of others (e.g., use of magnifying glass to examine hair or fingernails).
- There are several kinds of plants available for exploration. Children will discover that plants, like people, have characteristics that are similar and different.
- Cultural artifacts (for example, carvings or pottery) are available for children to examine.
- Natural objects (such as beans, shells, and stones) are available for counting and sorting.
- Graphs provide visual representations of the many similarities and differences in children's lives.
- Children are exposed to visual aids (posters, filmstrips) and pictures of familiar and unfamiliar structures.

Developing Centers

It is a good idea for the teacher to start with a center checklist. Included on the list are:

- skills to be learned
- activities
- materials needed
- library books, poems to be used
- songs, records
- special equipment needed
- visual aids
- bulletin-board display ideas
- items to be remembered by the teacher
- projects to be done
- a system of recordkeeping
- a method of evaluating learning
- supplies that may be contributed by children and parents.

The teacher selects an area of the room and furniture appropriate for the center. All of the charts, materials, games, and activity plans needed for the center are placed there. Children work in the learning and interest centers during the planned time periods in the morning and afternoon.

The learning centers and the interest centers are used in varying ways by the children. They may work on independent study projects or individual assignments; they may create follow-up projects for a teacher-directed instructional activity, or engage in enrichment experiences.

Most centers will be used independently by the children. Organization is a vital component of this approach. Centers and materials should be identified with visual cues as well as printed words, and directions should be included when necessary. When appropriate routines have been established, children are able to work independently, in a manner that reflects their own interests and abilities.

Learning center activities are frequently motivated by the children's interests or by direct experiences, such as a field trip. They may also reflect a theme or a curriculum topic.

An interest inventory can be used to assess children's interests and to plan topics to be covered during the year. Children list five or six topics they would like to learn more about. The teacher reviews their choices, selects topics, and collects books, objects, pictures, and other resources to be used in the center. If appropriate, a letter can be sent requesting materials from home. It is important that all written communications be translated into the home language when necessary.

After introducing learning centers to the children, the teacher should assess their responses. Is there high interest in activities? Which activities need to be revised? Are children happy to choose their own work? Are they willing to evaluate their own work? Do children feel successful? The attitudes of the children will be measures of the success of the program.

Room Arrangement

Teachers can use room arrangement to support children's emotional, social, physical, and intellectual growth. Children entering a new environment need to feel secure enough to interact with people and materials. Socialized behavior is fostered by the way the room is set up, as well as by the materials that are available.

The teacher should carefully plan the physical aspects of the classroom before the children arrive on the first day of school. The teacher makes a floor plan of the room before the program begins, and establishes the most appropriate places for the learning centers. Room arrangements should be flexible enough to allow for many different formats during the year to meet changing needs. The centers should be clearly defined for easy recognition. The children can help decorate and add to the centers, using found or donated equipment. Portable centers, which consist of an activity box

focusing on a specific interest or content area, can also be used.

The placement of centers of interest in the classroom encourages children to interact. Quiet areas such as Library/Listening, Science, and Mathematics should be near each other when possible. Active areas such as Building Blocks and Social Studies areas are close to each other so that activities can be interrelated and easily extended.

A large, open floor area is available as a multi-use space to accommodate large group activities such as meetings, direct instruction, dramatic play, music/movement, and large muscle activities.

Seating arrangements for the children are flexible. Tables and chairs are used for multiple purposes, and can be moved or rearranged to provide a large, open space when needed. They are moved to the different interest areas as they are needed during the day.

The room can be divided into areas by arranging existing furniture and equipment. Desks, tables, shelves, cabinets, or a piano can be used for display or storing materials. Cardboard covered with suitable material can be used as a flannel board, a divider, or for display. Large cartons can be placed on tables to make independent work areas.

There should be enough space between centers for traffic to flow easily. Optimally, children should not have to pass through one area to get to another. The room is arranged so that the teacher can see all the areas.

Centers that require electricity (for the tape recorder) or water (for art activities) should be located near the resources needed.

The teacher provides ample bulletin board space that is low enough for children to display and view their own work. If bulletin boards are not available, a clothesline and clothespins can be used.

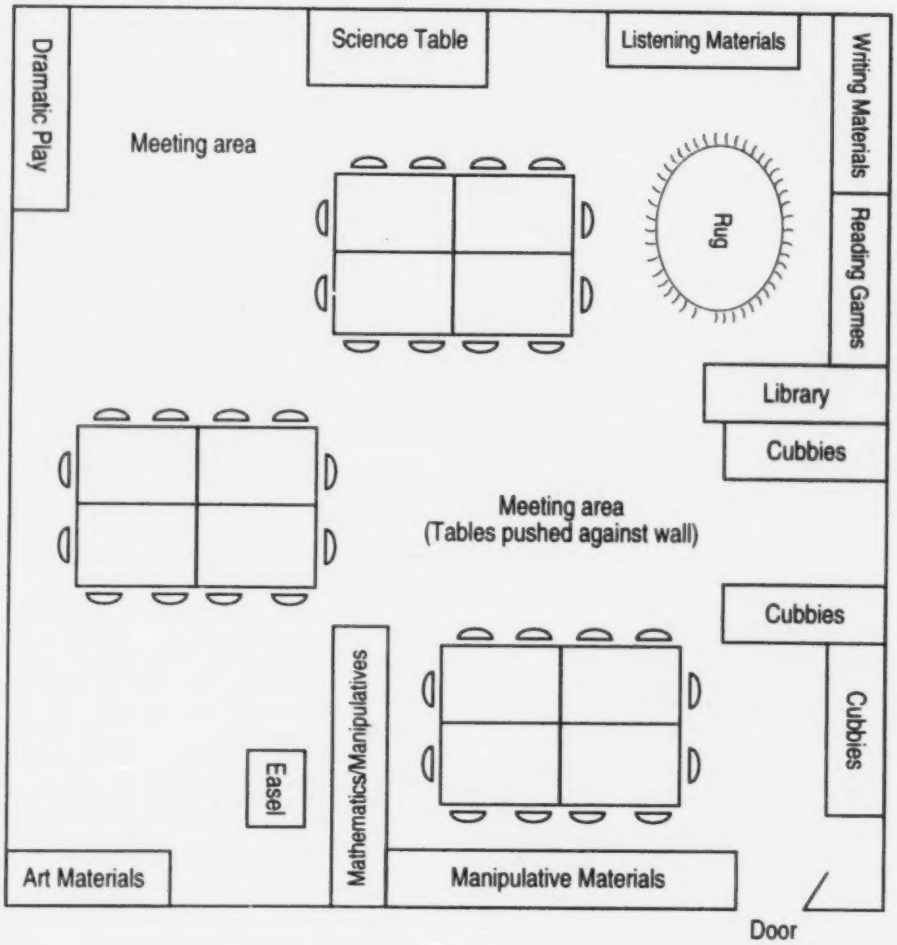
If the room does not have a sink, the teacher may still provide children with a water source. A table can be set up near the easel for washing brushes; buckets of water, a plastic pitcher, and a basin should be provided. The routines involved can be an excellent direct instruction activity in developing sequence skills.

The following pages contain suggestions that may assist teachers in designing their own classroom floor plans. These room arrangements can be modified and adapted to reflect individual needs.

FLOOR PLANS

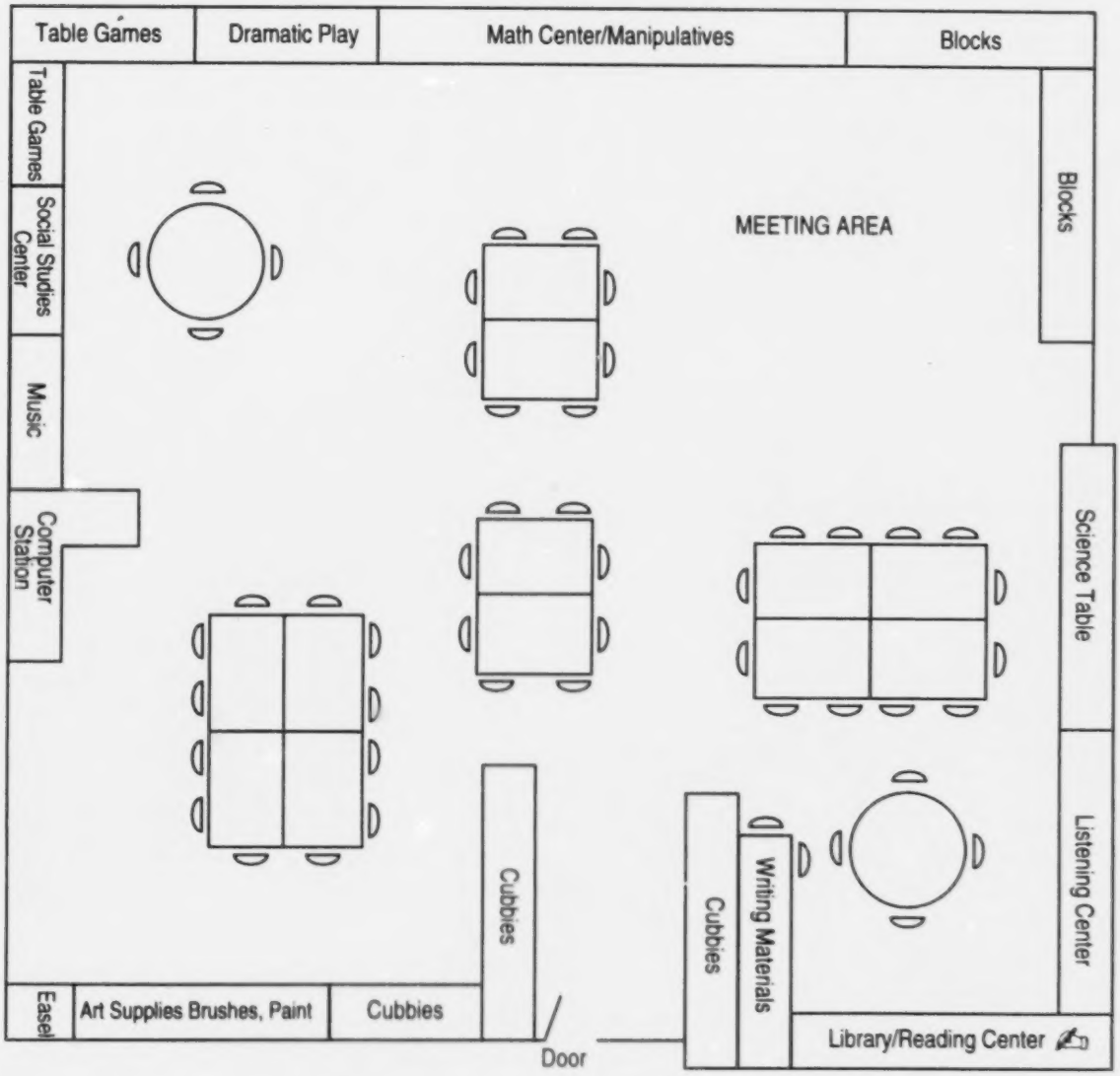
Suggested Floor Plan 1

This is a floor plan for a small room with no running water and no toilets.



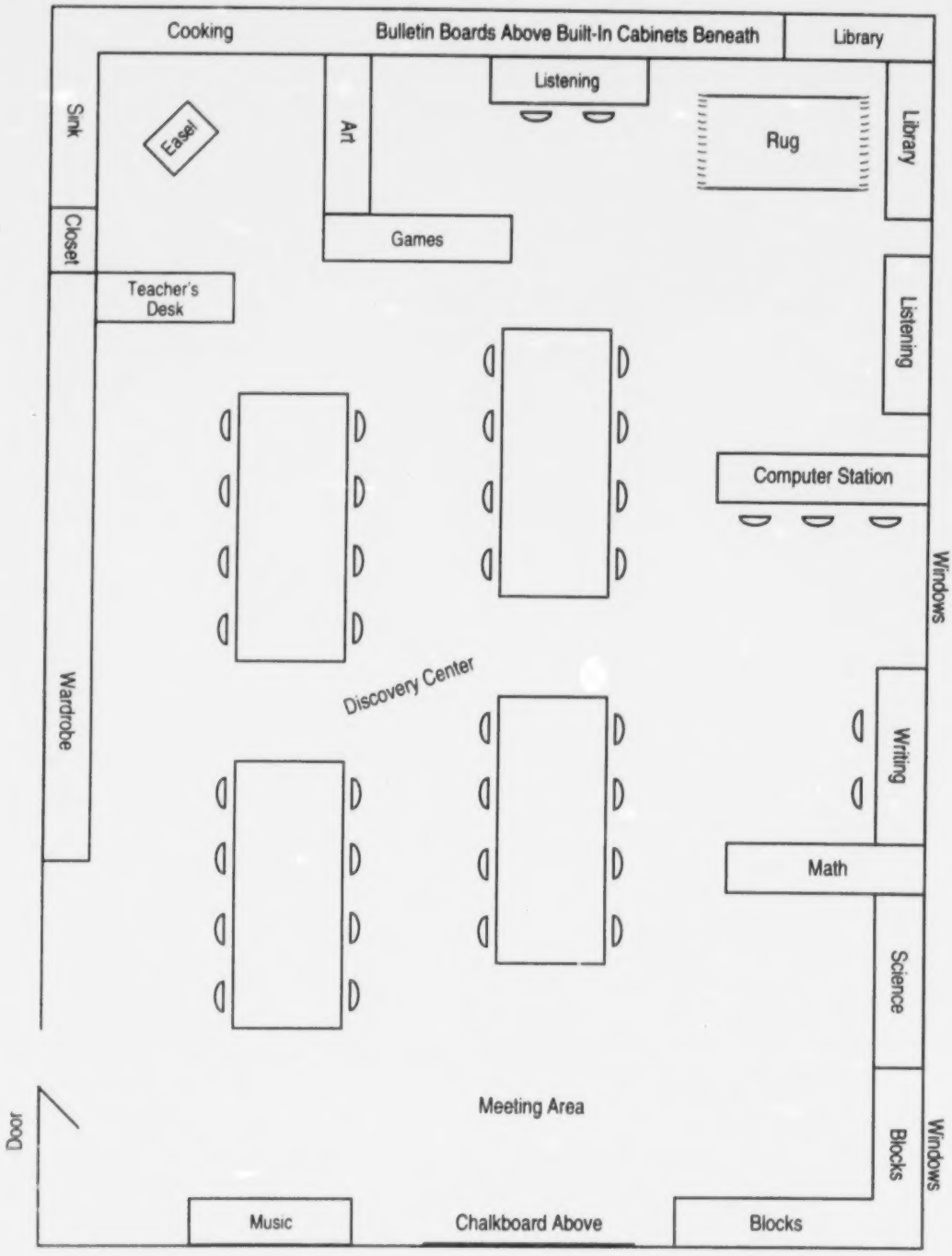
Suggested Floor Plan 2

This is a floor plan for a large room with two teachers (no running water, no toilets).



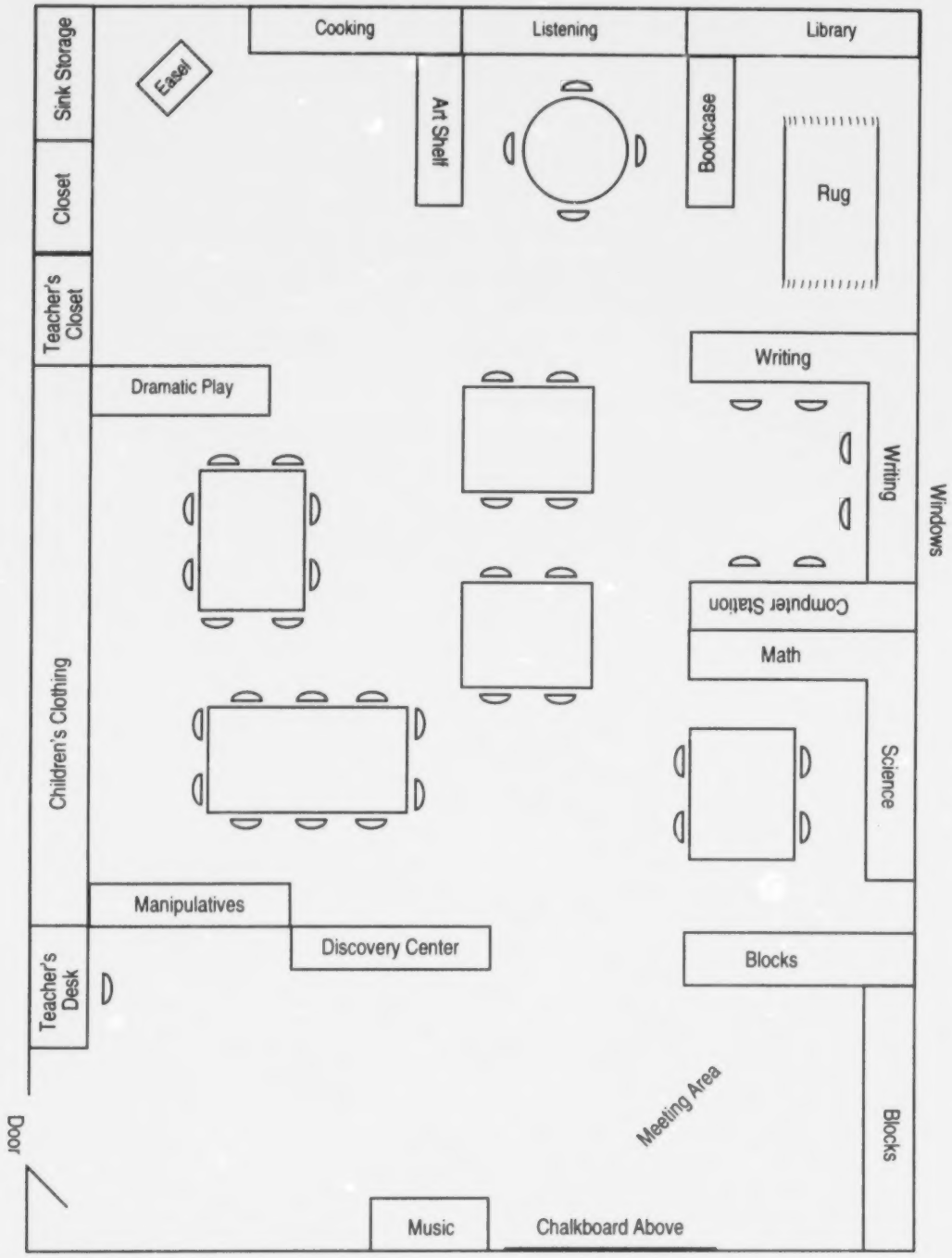
Suggested Floor Plan 3

This is a floor plan that provides for four large groups and additional learning centers.



Suggested Floor Plan 4

This is a floor plan that reflects an open classroom approach.



THE TEACHER'S ROLE

Successful functioning of learning centers requires teacher interaction with the children and support of their own interactions. During center time the teacher assists, encourages, observes, participates, and takes advantage of opportunities to expand thinking and extend skills. At class meetings, the teacher reviews, discusses, and explains ongoing learning center experiences. Through this sharing process, the children come to understand how they are growing and learning through their independent and small-group activities.

The teacher, as facilitator, assures a productive, smooth process by:

- introducing the centers and some of the activities.
- entering into the children's play, when appropriate.
- demonstrating use of materials and emphasizing their care and storage.
- introducing vocabulary connected with each learning center.
- preparing tools and materials needed for every center.
- collecting resources that apply to the skills being developed.
- keeping records.
- helping children create their own activities.
- giving support to children at each center.

Before learning center activities, the teacher plans a class meeting to discuss the day's events, introduces a new theme, if necessary, and/or provides sign-up time for center work. After the activities, a discussion period gives children time to talk about observations or discoveries they have made. Children discuss how they participated in the center and the teacher provides opportunities for sharing products and processes.

During center time the teacher needs to encourage spontaneous expression by asking a variety of provocative questions. The teacher walks around the room and, at appropriate times, intervenes to ask questions that present alternatives for activities, thinking, or expression, e.g., "What else could you do to show this?" or "How does this work?"

The teacher maintains order and organization in the classroom and, at the same time, gives children a feeling of security in the environment. Consistency is paramount so that children can become self-confident in the use of materials and equipment.

Teachers acquaint parents with the program in the classroom, its centers, and the concepts being taught. New learning centers can be described in newsletters, translated into the home language as appropriate. Progress can be demonstrated by sharing children's scrapbooks or completed projects with parents.

MAKING CENTERS WORK

For learning centers to work effectively, teachers need to consider materials, storage, and management routines in each area. Materials that can be used independently should be easily accessible to the children and arranged in an orderly and attractive way to invite use and exploration. Materials should be on low shelves and clearly labeled with pictures and words. Children should be encouraged to do as much as possible by themselves and to care for the materials. A cubby or a shelf with the child's name or picture provides a private storage space. Illustrated labels on shelves help children learn where they can find and replace the materials they use.

Children may be involved in selecting and acquiring resource materials. The teacher, with input from the children, identifies the themes that will be covered during the year. Then boxes or large envelopes are labeled with these themes, and children are encouraged to bring in materials. As materials are brought to school, they are labeled, identified, and placed in the appropriate boxes. The teacher sets up each center with the acquired materials and organizes them in an attractive way. Task cards may be provided.

Materials can be teacher-made or commercially prepared, as long as they provide for the needs of the children. The teacher introduces the materials and equipment to the children and plans the storage and display of materials in each center. Materials should be clearly labeled, durable, inviting, and easy to put up and take down so that displays can be changed often. Small, flat boxes can be used for storage and can be stacked on top of one another. Partitioned boxes or plastic dish pans are good for storing file folders. The care of materials and general appearance of the classroom are responsibilities of the children as well as the teacher.

Adequate storage in each center should be provided. A good storage system facilitates the clean-up routines. Following are some "workable" suggestions that teachers have found helpful:

- Always begin with fewer materials rather than more. This slower start allows children to become comfortable in the centers, and to develop consistent routines for working with and storing materials appropriately.
- Pictures and activity cards may be covered with clear contact paper to extend their use.
- All materials should be stored in the same place every day.
- Shelves and cabinets should be roomy enough to permit order without clutter.
- Materials should be changed periodically to maintain interest.
- Similar items should be stored together.
- Children should be encouraged to decide where new materials belong. ("Devin, we have some new puzzles today. Where do you think we should keep them?")

Appropriate daily classroom routines allow children to plan for their own learning center activities. During large or small group meetings, they should be encouraged to talk about where they wish to work and what they will be doing there. Such planning opportunities allow children to participate in decision-making and develop problem-solving skills. Follow-up meetings will permit time for reviewing and sharing the center experiences to help reinforce the learnings that have taken place.

MANAGEMENT OF CENTERS

To be successful, centers require planning and organization. The teacher chooses the way the centers are to be managed and how often they are to be used by the children, taking into consideration the individual needs of each child and curriculum require-

ments. The teacher and children need to feel comfortable with the plan chosen.

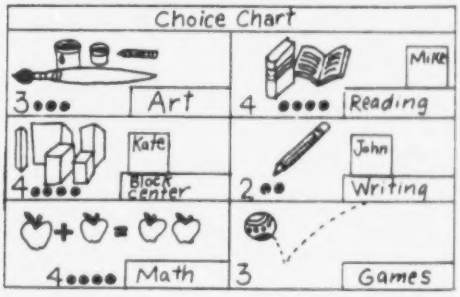
There are many ways to manage learning centers. The teacher can start the work period with a class meeting where the schedule for the day or week will be made. This may be written on chart paper or on the chalkboard.

Centers are first established around the room and labeled for identification. The management plan chosen for learning centers should include a procedure for children to select an experience, alternative experiences for children to choose from, and a method by which numbers of children and time slots are organized.

Children need opportunities to discuss the procedures related to working in learning centers. Accepting responsibility, setting time limits, and following directions are skills to be emphasized, especially if the learning center is a new mode of instruction.

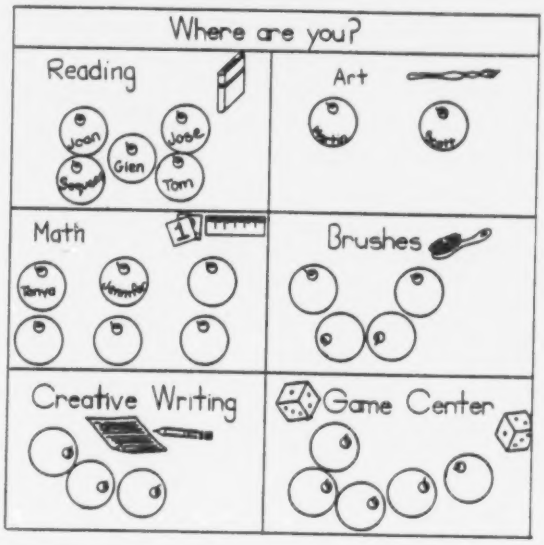
CHOICE CHART

In encouraging children to make choices, a chart like the one below can be helpful. Children learn to put their name cards in the appropriate space, while developing concepts of one-to-one correspondence. The large dots demonstrate clearly how many name cards can be placed in that section.



Some children may need assistance in making choices. For children who are reluctant, the choice chart can help them make a conscious decision. If children do not select specific materials themselves, some appropriate items may be placed on a table for them. This simple act invites the hesitant child to sit down and explore.

In classrooms where the routines allow children to move freely from center to center, a pegboard and hangtags, such as the one illustrated below, will permit children to "check in" and "out" independently:

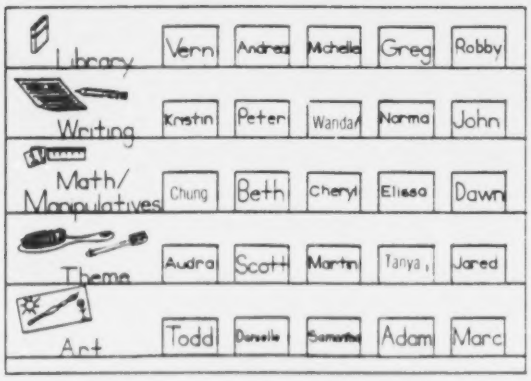


GROUPING

Learning centers make a variety of groupings possible:

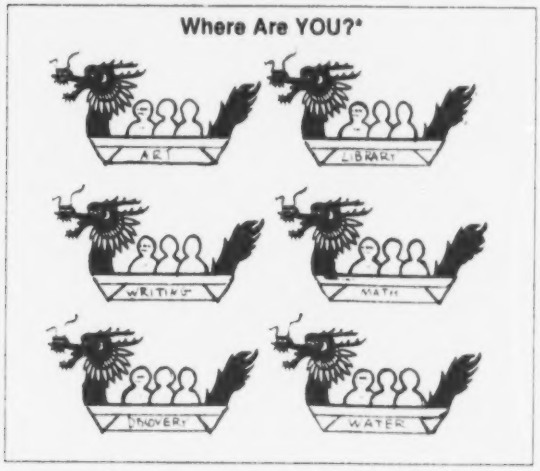
- Heterogeneous arrangements of children of different abilities and language backgrounds, which encourage peer tutoring.
- Skill-specific work groups for teacher-directed experiences.
- Self-selected activities, which allow children to work alone or with friends in the center.

A pocket chart is useful for scheduling. The cards can be rotated easily and group makeup can be altered if desired.



Any chart used for establishing center routines may reflect the varied cultures of our city. For example, a Chinese dragon may be used as the pocket for placement of children's pictures for scheduling their time in learning centers.

Sample Learning Centers Management Chart*



RECORDKEEPING AND EVALUATION

The teacher keeps records and makes evaluations to determine children's interests, needs, placement, and growth, as well as to keep track of children's experiences in the learning centers. The results indicate which centers and activities should be changed and which children may benefit by participation in specific activities. A tally provides the teacher with information on the children's preferences and may be useful in setting up new centers. A simple tally chart, like the one below, can be most effective:

TALLY FOR SEPTEMBER

Name	Art	Discovery	Math	Writing	Reading Listening
Sequana	III	~~IIII~~ I	II		
Kimberly	~~IIII~~	III	~~IIII~~		IIII
Marlon	III		I	~~IIII~~ I	II
George	~~IIII~~	I	IIII	IIII	I

Evaluation of individual and group activities is necessary, and the teacher should develop a system for recording this information (e.g., portfolios, holistic evaluation). Evaluation can be done informally by observing, listening, and questioning, as well as through individual conferences and assessments. Evaluation should be ongoing so that the teacher is aware of the progress that each child is making.

Records should be easy to keep and can be made in a notebook or on index cards. Checklists can be made quickly and easily by preparing a sheet of paper with children's names printed down the left-hand side and skills, needs, growth, or interests listed across the top. For example:

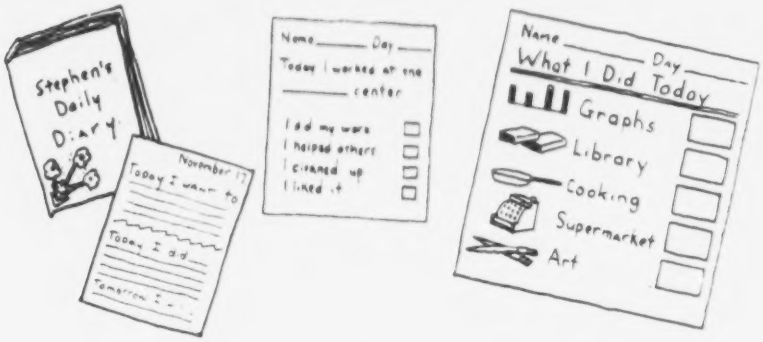
* Chart developed by Bilingual Children's Project, 1990.

The checklists can be used to gather information that is later compiled and put on children's records and/or performance sheets. These records may be used as a basis for parent conferences. Each child's work can be collected and stored in a manila folder and evaluated periodically. An evaluation center, where the children's progress is evaluated through tasks, may also provide useful information.

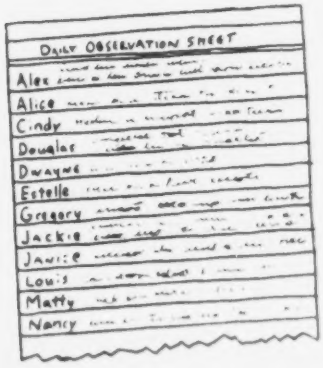
Classroom management becomes simpler when children share responsibility for their learning. Recordkeeping is one way of engaging children in establishing and maintaining class routines. Personal records help children become aware of long-term goals, immediate skill objectives, and specific accomplishments. When children keep their own records, the teacher has more time to provide instruction to individuals or small groups. An ongoing record of each child's progress allows the teacher and child to share and take note of accomplishments.

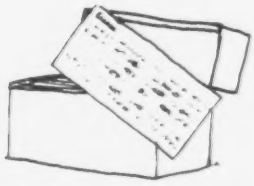
Since children perform better in an organized classroom with consistent guidelines and rules, each record or activity should be carefully discussed with the whole class before any entries are made. A discussion might include the type of record, the reason for its use, the times for recording, the details to be included, and the activity that might precede the recordkeeping. When records are kept in a systematic and ongoing manner, information about children's choices, interests, needs, and achievements is readily available and evaluation is simplified.

Children's Evaluation Samples



Teacher Evaluation Samples





Contextual Invisibility

Teachers should guard against stereotyping and negative characterizations, as well as keep in mind that a multicultural perspective can easily be damaged by what has been called "contextual invisibility." Groups that are consistently ignored in materials and books do become, for all intents and purposes, invisible. When there are no opportunities to include them in the classroom, it may seem to children that they do not exist or are not valued.

To evaluate such contextual invisibility, it is necessary to note the numbers of women, members of various racial and ethnic groups, people with disabilities, older people, and people from a variety of social classes presented in the material. Teachers need to exercise care and sensitivity when selecting curricular items, such as books, games, and posters, to support the objectives and goals of a truly multicultural classroom.

When children begin first grade, many have already been exposed to negative or stereotypical portrayals of various groups of people. These misconceptions should be confronted as soon as possible to show that people with disabilities and people of various age, ethnic, racial, economic, or religious groups participate and contribute to our society in positive ways.

Many of the best approaches to changing misconceptions among first graders are through informal opportunities that arise during the course of a normal day. Children's discussions and actions should provide the basis for these informal opportunities.

Learning center time also lends itself to these informal teaching opportunities. As the children work on projects, play with games, choose toys, or engage in an imaginary career role-play, the teacher can provide opportunities for discussing their choices and provide examples from real life of people from all groups performing a variety of work and family roles.

In selecting resource materials for classroom use, teachers should review the materials carefully to determine appropriateness.

- Is the language sexist or racist? Examples: Does it say "fireman" instead of "firefighter"? Are all strong characters referred to as "he"? Are the main characters only from one racial or ethnic group?
- Are parental characters shown as having equal roles and jobs both in and out of the home?
- Are people with disabilities and people of various ethnic, racial, religious, or age groups shown in stereotypical ways?
- Are females or males shown only in traditional roles?

Teachers should encourage children to bring their parent(s), grandparent(s), or caregiver(s), or a family member who is disabled to school to participate in classroom activities as a way of helping children gain a healthy respect for all people.

CHECKLISTS FOR THE CLASSROOM LEARNING ENVIRONMENT

Incorporating Cultural and Linguistic Diversity Checklist

Discovery Center

- ☐ Do snacks and cooking experiences feature nutritious recipes from many cultures?
- ☐ Have the children prepared a cookbook containing snacks and recipes from many cultures? Have they prepared some of these foods in class?
- ☐ Do children use all of their senses in food activities?
- ☐ Are natural materials like stones and beans available for sorting and counting?
- ☐ Are graphing experiences, indicating similarities and differences in many areas, presented to the children on an ongoing basis?

Blocks

- ☐ Are pictures and photographs of homes and buildings in the community on display?
- ☐ Are block accessories multiracial and non-stereotypical in race and sex roles (e.g., African-American male medical worker, Asian-American female construction worker)?

Literacy Center

- ☐ Are poems and fingerplays taught in different languages?
- ☐ Do folktales, poems, and other literature reflect different cultures?
- ☐ Are filmstrips, slides, and photographs free of bias?
- ☐ Are there many opportunities to help children express their thoughts, feelings, creative ideas about themselves and others?
- ☐ Are children learning songs from different cultures and in many languages? (*Ti Poulette, La Linda Manita?*)
- ☐ Do records and tapes reflect different cultures and languages (*Caribbean Songs and Games for Children*, Folkways Records)?
- ☐ Are there books and records reflecting different cultural groups (*I'm Glad I'm Me* by Elberta Stone, *All Kinds of Families* by Norma Simon, *Santiago* by Pura Belpre)?
- ☐ Are bilingual books included in the collection (*I Am Here — Yo Estoy Aqui* by Rose Blue)?
- ☐ Do materials reflect current ways of living of people from different cultures? Do they include people with disabilities?

Music Center

- ☐ Can children make or use simple rhythm instruments used by different cultural groups (e.g., maracas, tabla, palito)?
- ☐ Are simple folk dances taught?
- ☐ Are records and tapes from various cultures and in many languages used for movement activities?

Art Center

- ☐ Are children given opportunities to engage in ethnic crafts (pottery, beadwork, making masks)?
- ☐ Are realia from different cultures displayed in the appropriate learning centers (castanets in music center, basketry in art center)?
- ☐ Do pictures displayed around the room include self-portraits and males and females of different ethnic, racial, and linguistic cultural groups engaging in nontraditional jobs?

Additional Questions: Portrayal of Gender and Racial/Ethnic/Cultural/Religious Groups*

- ☐ Do the materials contain negative messages about any group?
- ☐ Are illustrations of people's physical characteristics unreal or unnatural?
- ☐ Are the ways of life of one group's members depicted as inferior to the ways of life of members of another group?
- ☐ Are "loaded" words that are condescending or that present negative images used to describe any group?
- ☐ Are women and men always portrayed in traditional sex roles (for example, women as teachers, nurses, secretaries, housewives; men as construction workers, engineers, doctors, lawyers)?
- ☐ In books, do females always have passive roles and males active roles?
- ☐ Are high-status or decision-making occupations and roles (doctor, scientist) associated only with males? Or one particular group?
- ☐ Are females consistently depicted as defenseless and/or dependent?
- ☐ Is a female's success based on her good looks and physical attributes or on her initiative and intelligence?
- ☐ Are older people portrayed as vital contributors to various cultures and groups of which they are a part?
- ☐ Are people of any group depicted in stereotypical ways?

* Adapted from: Leslie R. Williams and Yvonne De Gaetano, with the ALERTA staff, *ALERTA, A Multicultural, Bilingual Approach to Teaching Young Children: Level 2*, (Menlo Park, CA: Addison Wesley, 1985), p. 257.

The Physical Environment Checklist

The Room

- ☐ Does the appearance of the room reflect a sense of functional arrangement and order?
- ☐ Is the room aesthetically pleasing?
- ☐ Is the room interesting and inviting?
- ☐ Is the room well ventilated?
- ☐ Is the room divided into clearly defined centers of interest?
- ☐ Is there a quiet area children may use?
- ☐ Is furniture arranged to suit children's needs?
- ☐ Are there open lanes to travel from center to center?
- ☐ Can the furniture be moved easily to meet the needs of an activity (snack time, rhythms)?
- ☐ Is there an area of the room for group meetings or large group instruction?
- ☐ Are tables arranged in groups?
- ☐ Is the piano placed so that the teacher can see all of the children at one time?
- ☐ Does each child have an individual storage space?
- ☐ Is there a place to put completed work?
- ☐ Are bulletin boards current, functional, and at a child's eye level?
- ☐ Is there access to a water source and child-sized restroom facilities?
- ☐ Is there a place to put paintings to dry?
- ☐ Is there a writing area stocked with paper, pencils, crayons, markers, dictionaries, typewriter?
- ☐ Is the block area adequate in size and in a safe place away from interruptions?

Materials

- ☐ Do children know where the materials are kept?
- ☐ Is there adequate storage for all materials?
- ☐ Is there convenient access to materials?
- ☐ Is equipment kept clean and are broken items discarded?
- ☐ Do the children know the uses of each object in the area?
- ☐ Are clear and simple directions posted?
- ☐ Are there materials available for creative activities (boxes, buttons, fabric scraps, wood)?
- ☐ Are reference materials available to extend learning developed in a particular area?
- ☐ Does the room have live plants and pets?
- ☐ Are there many types of books, tapes, records, filmstrips?
- ☐ Are materials and visual aids changed often to maintain interest?
- ☐ Are materials provided for individualized work?
- ☐ Are there many hands-on experiences available?
- ☐ Are there clean-up materials, such as sponges, paper towels?
- ☐ Are there materials for music and rhythmic experiences?
- ☐ Are there materials for dramatic play (shoes, traditional costumes)?
- ☐ Is there a variety of basic art media?
- ☐ Are there small manipulative materials to build eye-hand coordination?
- ☐ Are there seasonal interests for children to observe?
- ☐ Are there cooking experiences?

Children and Program

- ☐ Are the children aware of their responsibility for the appearance of the room?
- ☐ Are children's experiences used as a basis for oral discussion?
- ☐ Are sensory experiences used as a basis for oral discussion?
- ☐ Is current children's work attractively displayed?
- ☐ Is a name card placed next to child's art work?
- ☐ Are pictures changed frequently?
- ☐ Are children encouraged to care for live plants and pets in the room?
- ☐ Are there opportunities around the room for reading? Are pictures/charts attractive and at child's eye level? Is the writing on charts and labels clear and legible?
- ☐ Are there opportunities for language development?
- ☐ Are there opportunities for the children to make specific choices?
- ☐ Are children encouraged to share materials?
- ☐ Do children have opportunities for writing experiences?
- ☐ Does the program balance individual, small group, and whole class activities?
- ☐ Is there integration of curriculum areas?
- ☐ Are field trips included as learning experiences?

RECOMMENDED EQUIPMENT AND SUPPLIES

These recommended materials are listed according to curriculum areas and/or learning centers. However, many of the items can be used to develop skills in more than one area. For example, a pan-balance scale can be found in both the science center and the mathematics center. This list can be amended and expanded as needed throughout the year.

Although every class may not have every item listed, this list of recommended materials will guide teachers and supervisors in planning for the instructional program. Many of the materials are common household items, such as soap, sponges, paper towels, socks, paper bags, etc. These may be obtained through a variety of sources at minimal or no expense. Other materials will need to be purchased from vendors.

Art Materials
easel
easel clips
smocks
paint containers
brushes
paint, tempera
newsprint
individual water color sets
crayons and markers
Craypas
manila paper
scissors
construction paper
moist clay
clayboard and crock
plasticene
paste and glue
collage materials
Playdough
socks, mittens, trimmings (for creating puppets)
water (sink or basin)
design blocks (tracing)
paper cutter
paper bags
plates and cups
pipe cleaners
wallpaper samples
felt pieces
tissue paper/crepe paper
straws
paper towels
sponges, cleanser/soap
drying rack or line
sewing materials
Dixie mesh
clear bags or boxes (for storage of material)
newspaper or oilcloth
colored shapes
cloth and dyes
rice paper

Basic Equipment
child-sized tables/desks and chairs
pegboard room dividers
storage
cabinets
bulletin boards
clock
broom, dustpan, mop
hotplate/cooking utensils
cubbies
chart stand/rack

Block Area
unit blocks
boats
pictures and books related to theme
signs written in many languages
people figures
construction paper, crayons/markers for making signs
trucks, cars
animal figures
people figures representing people from diverse groups

Communication Arts
tactile letters (upper and lower case), sandpaper letters, rubber stamp alphabet, all representing many languages
card games
word game
pupil-made books
perceptual materials: visual discrimination of shapes, colors, textures, sizes associate words with pictures
puppets and story accessories
flannel board stories, letters
names, signs, labels in many languages
sequencing pictures
magnetic board and letters
experience charts
classification materials
alphabet books
Lotto games
"What's Missing" dominoes
parquetry/mosaics
puzzles (word and picture)
construction paper
language-experience booklets
sentence strips

rhyming puzzles
synonym, homonym puzzles
initial consonant games
classification materials
memory and matching games
letter puzzles
link letters

Cooking Center
broiler oven
hot plate
pots and mixing bowls
colander
utensils, peeler
paper service
food for instruction
rolling pin
measuring cups, spoons
tray
beater
wok
mortar and pestle
food mill
pasta pot

Health and Physical Education
hollow blocks
chair nesting blocks
hoops—3 sizes
balls, assorted (yarn, rubber)
rhythm and dancing records
bean bags
food group charts
soap, water, paper towels
scale and yardstick
Snellen chart
dental slips
hand puppets-doctor, nurse, dentist
tissues
mats (for rest time)
cultural song plays and dances
outdoor play area (slide, swings, jungle gym)
wagons and tricycles
ropes
balance beam
movement education records

Library/Reading
paperback books: 4 copies of each book
books on a variety of cultural topics with various reading levels
library cards for children to borrow books
alphabet books
child-made books
reference books
easy-to-read trade books
picture dictionaries
round table and chairs, rug
picture file
books without words
magazines, newspapers in many languages
library shelves

Listening Center
books with records/tapes reflective of various cultures
connection box, earphones
blank 15-minute tapes
cassettes
tape recorder
records/tapes
filmstrip projector for a small group
record player
filmstrips
story books

Mathematics
abacus (counting frame, shape/color abacus)
clocks, 12-inch cardboard clock dial
calendar
toy money, cash register
number and picture matching tray
sets of picture cards, number cards, numerals
flannel board, felt cut-outs (geo-forms)
geometric figures for tracing, shape templates
number games (Bingo, Lotto)
scales, weights, pan balance scale
rulers, tape measure, meterstick
liquid measures: cups, pints, quarts, spoons, containers
metric measuring equipment
shape-sorting box, sorting tray
number puzzles
Cuisenaire rods
dominoes (various kinds)
pegboards and pegs
tactile number blocks
tactile dominoes
beads and string
number boards
unit stacker
multilink cubes
attribute blocks
Vertiblocks (cubes), colored cubes
paper and pencils
objects for counting (bottle caps, sticks)
books (example: *The Three Bears*)
categorizing materials (buttons, screws)
sorting tray
number lines: desk/walk-on
fractional parts
pattern cards
tangrams
non-standard measuring devices

Music
rhythm sticks (10)
claves
wood blocks (2)
sand blocks (2)
soprano sounder (4)
crow sounder (2)
cow bell
triangles (3)

tambourines (2)
cymbals (2)
triple bells (3)
jingle clog (2)
drums
steel drums
xylophone
tape recorders
record player
records, tapes with music from other countries
earphones
piano
tuning fork
pegboard for storage of instruments
materials to make home-made instruments:
- cigar boxes
- rubber bands
- claves
- steel drum
- bottles and coffee cans
- glasses
- combs
- cereal boxes
- sandpaper
- aluminum pie pans
- wood blocks

Science

magnets
magnifying glasses
iron objects
pulleys
egg timer
weights
weather chart
mechanical toys, assorted
aquarium and aquarium supplies
terrarium
insect cages
animals
cages
bowls
thermometers
seeds
bulbs
tuning fork
prisms
gears
enamel or plastic trays, tote trays, plastic storage tumblers
canning jars with ring lids
window screening, plastic
cheesecloth
gardening supplies
natural collections: pressed or mounted leaves, feathers, rocks and minerals, fossils, bones, fruits and seeds, shells, sand, fur, insects, soil, stones

Table Top/Manipulative Materials

Tinker Toys
Lego/Duplo
colored blocks
Lincoln Logs
construction toys
wooden puzzles
toys with mechanized parts
beads and strings
pegboards and pegs
multilink cubes
bristle blocks
lacing, buttoning, zippering, typing, snapping materials
mosaics
colored wooden connecting cubes
parquetry blocks

Writing Center

primer typewriter
pens and pencils
magic markers
colored pencils
crayons
chalk/slates, eraser
various sizes of paper, both lined and unlined
picture dictionary
letter-tracing stencils
variety of alphabets (wood, sandpaper, rubber-stamp)
name cards
word cards
class lists
writing box (ideas and suggestions)
wallpaper and cardboard for bookcovers
display cards for manuscript and cursive letters
scissors
picture box
teacher-made blank books in various shapes
chalkboard, individual slates and chalk
computers, software

USING RECYCLED MATERIALS IN THE CLASSROOM

The first commandment of early childhood teachers: Thou shalt not throw anything away!

In addition to materials that can be purchased for the first grade program, the teacher may collect various common materials that can be recycled for instructional purposes. Among these materials are:

Food Boxes and Labels

Label Book — Paste well known labels from food containers into a stenographer's notebook. Labels should be representative of nutritionally sound culturally diverse foods. One page can be used for each label. Invite children to identify the food and brand.

Groceries List — Cut out culturally diverse food-box fronts. Punch a hole on top of these and attach several to a ring or with yarn to make a set. On a trip to the supermarket, children can each carry a set, and match the box fronts to the products on shelves.

Box fronts — These can be laminated with clear contact paper. They can be:

- cut up and used as puzzles.
- used for tracing letters with soft-wax crayons.
- used as sewing cards. (Punch holes around the edges and attach a long shoelace.)
- used in the writing center.

Shoe Boxes

Belongings Box — With paint and other decorations, children can personalize their own boxes.

Building Blocks — Stuff boxes with newspaper and cover. Cover entire box with contact paper.

Sand/Salt Tracing Box — Paint the inside bottom. When dry, cover the bottom with a layer of salt or sand. Children can trace letters, numbers, etc.

Old Clothing

Busy Boards — Use clothing items with zippers, a row of buttons, buckles. Cut around the gadgets. Mount on heavy cardboard.

Collage -- Cut up some interesting textures for pasting.

Tactile Matching Game — Cut sets of matching 8-inch squares. (The fabrics must differ in textures.) Make two piles. A child tries to match the sets while blindfolded.

Dancing Props — Lightweight fabric can be cut into 18-inch rectangles. Put a record on, and invite children to make the material "dance."

Wallpaper Sample Books

Floormats — Machine sew two sheets of heavy washable wallpaper together. Layers of newspaper can be used to stuff them. Ask parent volunteers to assist in making the floormats.

Placemats — Use one sheet of washable wallpaper. With indelible marker, print the child's name in the right-hand corner.

Scraps — Wallpaper scraps can be used for collage activities.

Aesthetic Appreciation — In order to expand vocabulary, children should be encouraged touch, view, and discuss wallpaper patterns.

Large Fruit Cans

(from the school lunchroom) — Wash well, and check for smooth rims.

Toy Containers — Label container with picture and name of toy.

Gifts — Children can cover the cans with fabric, wallpaper, or paint.

Paint Caddy — Three small paint containers and brushes can be put inside the large can. It will help prevent spills during table or floor painting.

Cardboard Trays

(from the lunchroom)

Sorting Game — Children arrange small articles according to size, shape, color, and function.

Touching Trays — Individuals select items to represent each tactile category (e.g., soft–cotton ball, hard–wood, sticky–tape, rough–sandpaper, smooth–satin). Children paste their own sets on trays.

Egg Cartons

Pair Game — Glue a different small article in each compartment (e.g., bean, pasta, button, etc.). Blindfold a child and have the child find a match with a loose article.

Arts and Crafts — Combinations of egg carton sections can be experimented with to create baskets (4 sections), flowers, animals (caterpillar = 6 sections, ladybug = 1 section).

BEST COPY AVAILABLE

CHAPTER 4: USING INSTRUCTIONAL APPROACHES AND STRATEGIES

LANGUAGE, LITERACY, AND CULTURE

The goals of a literacy-rich classroom are for children to (a) become lifelong readers and writers, (b) enhance language by listening and talking, and (c) develop an understanding of and respect for the cultural backgrounds and linguistic diversity of the children in the class. In order for children to reach these goals, teachers plan exciting and challenging activities that integrate listening, speaking, reading, and writing into the child's everyday life.

During the past decade, there has been a shift in focus from "readiness" for reading and writing to emergent literacy. Readiness implied that at a specific point in time children would begin to learn to read and write. Through observing and recording the literacy activities of young children, parents, teach-ers, and researchers have found that literacy development is part of a continuum. Children develop at a very young age knowledge and skills that continue to develop and expand during the early childhood years.

Children arrive in first grade at varying levels of literacy development. Some children can read environmental print and write words using invented spelling. Others may be able to recognize text from nursery rhymes or books that have been read to them. Some children may be able to recite poetry they have heard. The first grade teacher who establishes a literacy-rich classroom will enable each child to build upon their prior experiences and skills.

For literacy to emerge, children need to become immersed in a literacy-rich environment that is supported by the adults. In this environment the concept of "readiness" will be supplanted by holistic strategies for supporting literacy. A classroom rich in literacy experiences will help children of diverse cultures to share their own languages and learn the languages of others.

Reading and writing should be approached as outgrowths of the innate human desire for communication. Children are naturally motivated to develop literacy skills as they experience the pleasure of being read to, as they hear stories that are relevant to their backgrounds, and as they observe people around them reading and writing.

A program that values language as communication and encourages children to express themselves verbally provides a strong foundation for developing reading and writing skills. An atmosphere of acceptance and respect for the child's home language is essential in the multicultural classroom.

Program activities are geared to children's developmental levels, individual needs and interests, and diverse learning styles. Although children learn through different modalities and at different rates, communication skills can be extended and positive attitudes enhanced. This occurs when children:

- recognize that there are different ways of saying the same thing.
- listen to others' viewpoints and feel free to express their own.
- share experiences and feelings that are similar to those of others.
- become familiar with one story theme that is represented in different folktales from other cultures.

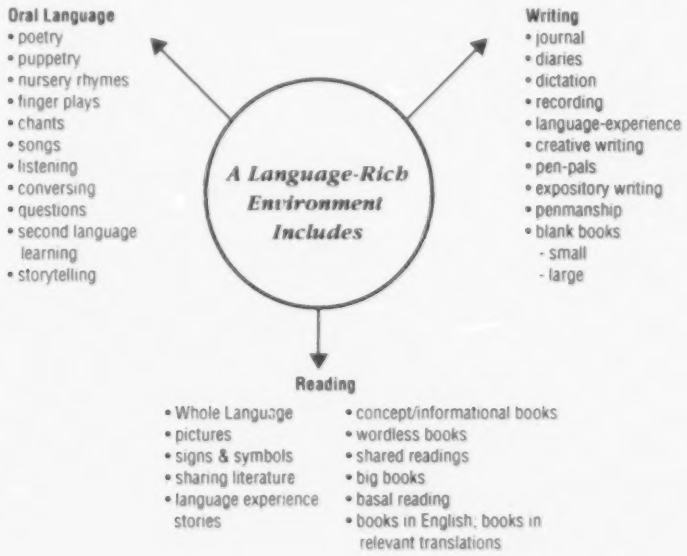
In a literacy-rich classroom, the teacher sets the stage for children to develop and expand their literacy strategies and skills by:

- helping children apply the emergent reading skills that they already have.
- creating an attractive, inviting reading area that demonstrates how reading and books are valued. This area should have a comfortable place to sit and a variety of books that are well cared for, neatly and

attractively displayed, and easily accessible to children.

- setting up a Listening Center with books and related records and tapes. Children can listen individually, or two or three children can listen and look at books together.
- introducing children to literature rich in language and meaning:
  - — selecting books to read that reflect the cultural diversity in the classroom.
  - — reading to children every day as a shared, whole-group experience.
  - — reading to children in small groups, whenever possible, to provide individual attention and a feeling of closeness. In this way, children can see connections between the print and the words they hear.
  - — helping individual children select books based on their interests.
- making reading times relaxing and enjoyable experiences.
- communicating the teacher's own pleasure and enjoyment in reading.
- immersing children in a "print-rich environment" (a classroom filled with all kinds of print media, including children's own writing, dictated writings, materials printed by the teacher, and a wide variety of commercial print materials).
- promoting writing through the use of writing centers, journals, diaries, dictation and writing for meaningful reasons.
- creating learning centers where oral language and conversations can flourish.
- introducing children to poetry, songs, chants and nursery rhymes.

Focusing on meaningful experiences and meaningful language rather than on isolated skill development allows teachers to build instruction on what children already know about oral language, reading, and writing. This respect for the language the child brings to school helps to ensure feelings of success for all children. Using materials that are familiar provide children with a sense of confidence in their ability to learn. Making parents aware of the reasons for establishing a literacy-rich environment, and providing them with ideas for activities to use at home, will ensure that children will have the opportunity to communicate what they know, think, and feel. A language-rich environment includes:



Encouraging Oral Language

Young children learn language by using it in meaningful ways. They need classroom experiences that will encourage them to try out the language they are acquiring. Children need time to talk to each other and to adults. The second-language learner needs additional opportunities to practice new words and sentence structures in a variety of contexts.

Language learning is an active process that helps youngsters to communicate their thoughts to others, find out about their world, ask questions, and interact socially.

The teacher plays an active part in planning activities that encourage and support oral language development.

The teacher serves as a facilitator:

- modeling appropriate language patterns.
- encouraging conversation.
- asking questions.
- giving children ample time for verbal expression.
- helping children listen to each other.
- using nonverbal responses (a smile, a nod) when necessary.
- inviting children to ask questions.
- encouraging children to find their own answers.
- encouraging language that is free of racist or sexist stereotypes.

Language development is essential to the intellectual growth of six-year-olds. Children's thought processes are clearly evident when they are engaged in verbal interactions with teachers who understand the learning process. In order to use language and develop concepts, children need something to talk about. Through a planned curriculum and many stimulating classroom experiences, the teacher creates an environment that promotes teaching and learning.

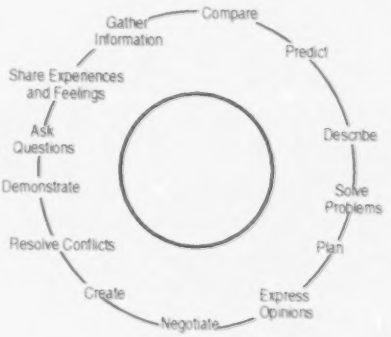
Experiences related to language and literacy evolve through a variety of natural contexts such as themes, children's personal experiences, and exposure to literature that reflects the cultural diversity of the classroom and community. These activities stimulate language development, curiosity, critical thinking, problem-solving skills, and the growth of positive concepts about oneself and others.

Expanding Children's Communication Skills

Young children exhibit a wide range of communication skills as they enter first grade. Teachers can help children develop competence and confidence in their expressive language skills by:

- showing respect for the home language.
- being aware that some terminology in home or regional dialects may differ from "school talk."
- valuing communication.
- listening carefully to children and expressing genuine interest in what they talk about.
- responding sensitively and constructively to children's efforts.
- sharing their own thoughts, feelings, and experiences with the children.
- praising and reinforcing children's attempts.

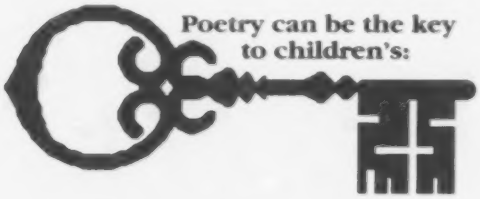
Children should be encouraged to talk with each other and with teachers as they work. These are opportune times for youngsters to foster understandings of one another as they:



POETRY

> *Why take time for poetry? Primarily, to develop a generation of children who thoroughly enjoy poetry and who can and do interpret it for themselves. But more than that, poetry can become a shining armor against ugliness, vulgarity, and brutality. The miracle of poems is that they take many experiences of the child's world and give them a new importance, a kind of glory that they did not have when they were just experiences.**

Children manipulate and play with language in much the same way that they play with water and blocks. They delight in the sounds of words, in the rhythm and rhyme of phrases and sentences. Imagery and metaphor create pictures in the mind as children deepen their understanding of themselves and their immediate world of reality and fantasy.



- feelings of self-esteem.
- respect for others.
- understanding of the universality of feelings, thoughts, and experiences.
- new-found ways to express emergent ideas.
- ability to acquire new vocabulary.
- ability to acquire and integrate syntactic and semantic patterns.
- creative thinking processes.
- appreciation of the beauty and diversity of language.

Poetry has great appeal to youngsters. The unique sound patterns and melodies of poetry invite children to join together in recitation. Poems can be used throughout the school day:

- to introduce a new concept.
- to enrich an activity.
- as a read-aloud activity.

Children can be encouraged to write their own poetry, either as a whole-class or small-group experience. They can change the rhyming words of a familiar poem, create new verses to recognizable rhythmic patterns, or use their own names to create original verses.

> Mary, Mary turn around,
> Mary, Mary touch the ground.

> Jaime, Jaime reach up high,
> Jaime, Jaime touch the sky.

Whether by alliteration, substitution, or rhyming, teachers can open up a whole new world by reading and integrating poetry into the curriculum.

PUPPETRY

Puppets help children to express their creativity, develop language and communication skills. When children make puppets, they work together to share materials and ideas.

Puppets are "magical." Children bring puppets to life when they talk to them, talk with them, and talk for them. Anything inanimate can become real in the imagination of a six-year-old. For the first grade teacher, puppets are unique educational resources that provide motivation for children at minimal cost. A puppet-making area in the Art Center can contain "found" materials and supplies for ongoing puppet projects.

Puppets allow teachers to:

- stimulate interest and focus children's attention.
- provide props for storytelling.

* Adapted from *Time for Poetry*, May Hill Arbuthnot (New Jersey: Scott Foresman and Company, 1959).

- help children develop listening skills.
- encourage communication by second-language learners.
- model proper speech patterns.
- invite the shy child's participation.
- ask children to dramatize and retell stories.
- enliven lessons.
- help children to express anxiety or stress.
- provide opportunities for positive social development.

The versatility of puppets is unlimited. Puppet activities can be integrated into all areas of the curriculum. A paper-cup bird puppet may be part of the Science Learning Center or may be a harbinger of spring. A life-sized doll puppet may be used to build children's self-esteem or may act as a "person" in the Block Center. Children can use paper-plate puppets as animal characters to create original stories or to retell familiar ones.

Language learnings are shared when children engage in informal conversations with their puppets. In the multicultural/multilingual first grade, puppets can share cultures as they speak and sing songs in the home languages of the children in the class. Puppets can be dressed and decorated with clothing representative of the diverse cultures in the group. They can be given names similar to those of children's family members.

Puppets provide a wonderful medium for self-expression and offer teachers insight into the emotions and attitudes of the children. As children lose themselves in their puppet characters, they become less self-conscious and can take risks they might otherwise avoid.

Appropriately used, puppets can have a positive influence on children's cognitive and affective development. The creative teacher will find many ways to use puppetry in the children's ongoing experiences.

Fingerplays, Rhymes, Songs, and Chants

The enriched curriculum includes a variety of rhythmic and language activities designed to support and encourage the spontaneity and the expressive characteristics of young children. Children are eager learners who become totally involved in activities that are meaningful and appropriate. The role of the teacher is to plan experiences that support all areas of the child's development in a holistic and natural manner.

An enriched curriculum:

- links language and literacy in appropriate ways.
- encourages sharing and participation.
- utilizes an interdisciplinary approach.
- incorporates a multicultural perspective.
- values the home/school partnership.

Fingerplays, songs, rhythms, and games are vital components of the first grade classroom. As children recite rhymes, and move their bodies to music and verse, they develop skills in enjoyable ways.

NURSERY RHYMES

Children of all cultures and all generations have enjoyed nursery rhymes. Nursery rhymes help youngsters develop early listening and speaking skills. Learning nursery rhymes provides second language learners with a chance to engage in non-threatening oral language activities. As the teacher repeats the rhymes, children can join in when they feel comfortable. Words that are new to the children can be discussed. Children may take turns acting out some of the rhymes.

First graders enjoy the language and rhyme of nursery rhymes because they are:

- easy to follow.
- fun to say.
- easy to remember.
- rich in imagery.
- an enriching group experience.

Finger-plays are first steps toward encouraging children to express themselves creatively. This early dramatic technique leads to concrete experiences, while providing opportunities for the children to develop fine and gross motor skills. They can respond spontaneously and naturally by:

clapping	tip-toeing
tapping	marching
spinning	stamping
twirling	nodding
jumping	skipping
walking	hopping
galloping	wiggling

Singing together enhances socialization and encourages youngsters to grow academically while having fun. Young children love to sing, and family members or community volunteers often serve as resources for introducing songs or games from their own cultures and backgrounds. Games serve to incorporate past experiences into present learning situations, giving new life to yesterday's traditions. Members of the school staff are frequently helpful in this regard as well.

First grade children use their imaginations as they participate in rhythmic movements. Whole-body activities help youngsters learn about spatial awareness as they improve their coordination through a variety of physical activities. As children jump, skip, run, and play together, they improve their coordination and develop large and small muscle control.

The following pages represent a rich variety of multicultural and traditional fingerplays, songs, rhythms, and games. The introductory sentences provide the focus for each set of activities.

FINGERPLAYS

Con Las Manos/With the Hands

(Spanish)

Con las manos
Aplaudo, aplaudo, aplaudo
(Clap hands three times)
Y ahora las pongo
En mi regazo
(Fold hands in lap)
With my hands
I clap, clap, clap
(Clap hands three times)
And now I lay them
In my lap
(Fold hands in lap)

Transition

Changing from one activity to another, or moving from one area of the room or building to another, can be difficult for young children. Fingerplays and songs provide direction and order for such activities in a positive fashion.

Where, Oh, Where Are All the Children

(Sung to the tune of the "Paw-Paw Patch")

Where, oh, where are Tanya and Roberto?
Where, oh, where are Gilda and Kim?
Where, oh, where are Lamar and Nancy?
Coming to meet me over here!

I see Samantha, she is coming.
I see Anthony, he is coming.
I see Lorraine, she is coming.
Coming to hear a story now.

Children rise one by one from their seats to meet their teacher in an area of the room where they will be seated on the floor to hear a story.

A walking song can help children walk on a line with partners through the school building. The teacher's singing directions softly, alone or with the children, maintains children's attention and cooperation and is far more desirable than saying "Stay in line," "No talking," "Stand up straight."

Walking Song

(Original Song: "Let's Go Walking, Walking, Walking")

Let's go walking through the hall.
Everybody's walking tall now, quietly.
Everybody's walking through the hall.

Variations:

Everybody's walking to the bathroom.
Everybody's walking to the library.
Everybody's walking to the gym.

Reinforcing Concepts

Concepts introduced at activity time can be internalized when there are frequent opportunities for reinforcement. One excellent method of reinforcing a variety of concepts is through the use of fingerplays and songs. A fingerplay that may be used for this purpose is:

Up to the Ceiling

Up to the ceiling,
(Raise both hands up toward the ceiling.)
Down to the floor.
(Lower both hands down toward the floor.)
Left to the window
Right to the door.
(Raise each arm as you say it.)
This is my right hand,
Raise it high.
This is my left hand,
Reach for the sky.
Right hand, left hand,
Twirl them around.
(Twirl hands in circular motion in front of you).
Left hand, right hand,
Pound, pound, pound.
(Make fists and hold one fist over the other and pound like a hammer.)

Some children entering first grade may be hesitant to speak as individuals in a large group situation.

Fingerplays provide opportunities for every child to join in group recitals and hand movements anonymously. As children recite familiar fingerplays on a daily basis, confidence grows along with language facility.

The Eency, Weency Spider

The eency, weency spider went up the water spout.
(Fingers together — climbing thumb to finger.)
Down came the rain and washed the spider out.
(Spread fingers lifted then falling.)
Out came the sun and dried up all the rain,
(Big circle with arms rising from waist.)
And the eency, weency spider went up the spout again.
(Repeat climbing action.)

I Wiggle My Fingers

I wiggle my fingers.
I wiggle my toes.
I wiggle my shoulders.
I wiggle my nose.
Now all the wiggles are out of me,
And I can sit so quietly.

Clap Your Hands Together

Clap, clap, clap your hands,
Clap your hands together.
Clap, clap, clap your hands,
Clap your hands together.

Shake, shake, shake your hands,
Shake your hands together. (etc.)

Roll, roll, roll your hands, (etc.)

Rub, rub, rub your hands, (etc.)

Wave, wave, wave good-bye,
Wave good-bye together.
Wave, wave, wave good-bye,
Wave good-bye together.

Certain fingerplays require children to recall events in sequence. Among these are:

Five Little Pumpkins Sitting on a Gate

Five little pumpkins sitting on a gate,
(Five fingers extended, one for each pumpkin.)
The first one said, "Oh my it's getting late."
(Wiggle thumb.)
The second one said, "There are witches in the air."
(Wiggle index finger.)
The third one said, "Oh we don't care."
(Wiggle middle finger.)
The fourth one said, "Let's run, let's run."
(Wiggle fourth finger.)
The fifth one said, "We're ready for some fun."
(Wiggle pinky.)
Oooooo went the wind, and out went the lights,
And the five little pumpkins ran out of sight
(Wiggle five fingers in "running away" fashion, hiding behind back.)

Variation.
Five Children Sitting on Five Chairs

Number one looks at watch.
Number two points to the air.
Number three says "Oh, we don't care."
Number four makes a running motion.
Number five rubs hands in anticipation.

(At the last part, all five children run and hide behind their chairs.)

Jenny or Johnny*

Jenny works with one hammer,
(Pretend to hammer with one foot)
one hammer, one hammer
Jenny works with one hammer,
Then she works with two.
(Hold out 2 fists)
Jenny works with two hammers
(Hammer with 2 fists)
two hammers, two hammers
Jenny works with two hammers
Then she works with three.
(Hold out 2 fists, 1 foot)
Jenny works with three hammers
(Hammer with 2 fists, 1 foot)
three hammers, three hammers
Jenny works with three hammers

Then she works with four
(Hold out 2 fists, 2 feet)
Jenny works with four hammers
(Hammer with 2 fists, 2 feet)
four hammers, four hammers
Jenny works with four hammers
Then she works with five.
(Hold out 2 fists, 2 feet, head)
Jenny works with five hammers
(Hammer with 2 fists, 2 feet, head)
five hammers, five hammers,
Jenny works with five hammers
Then she goes to sleep.
(Close eyes, rest head on hands and place at side of face.)

The teacher of the multicultural first grade can include fingerplays from other nations to celebrate and share diversity in the classroom.

Tortillas

(This is a hand-clapping fingerplay.)

Tortillas, tortillas,
Tortillas for my mother.
Tortillas, tortillas,
Tortillas for my father
Tortillas, tortillas,
Tortillas for my brother.
Tortillas, tortillas,
Tortillas for me!

This is how children play the game in Mexico:

Tortillas, tortillas,
Tortillas para mama.
Tortillas, tortillas,
Tortillas para papa.
Tortillas, tortillas
Tortillas para hermano
Tortillas, tortillas
Tortillas para mi!

In Japan, children listen to the words of this fingerplay and point to each part of their face with both hands:

Nose, Nose, Nose, Mouth

Nose, nose, nose, mouth;
Mouth, mouth, mouth, ears;
Ears, ears, ears, eyes.

(Repeat once.)

This is how children say it in Japan:

Hana, hana, hana, kuchi;
Kuchi, kuchi, kuchi, mimi;
Mimi, mimi, mimi, me.

(Repeat once.)

Kye Kye Kule (Chay Chay Koo-lay)

This is a singing game that children play in Ghana. The children sing and act out what the song tells them to do. At the conclusion of the song the children jump up and clap their hands.

Teacher:	Hands on your head!
Children:	Hands on your head!
Teacher:	Hands on your shoulders!
Children:	Hands on your shoulders!
Teacher:	Hands on your waist!
Children:	Hands on your waist!
Teacher:	Hands on your knees!
Children:	Hands on you knees!
Teacher:	Hands on your ankles!
Children:	Hands on your ankles!
Teacher:	Hands on your ankles. HEY! Now let's try it a little faster.

(Repeat song)

* From: Mary Miller and Paula Zajan. *Finger Play: Songs for Little Fingers* (New York: G. Schirmer, 1955), p. 1. Permission pending

This is how children sing the song in Ghana:

Teacher:	Chay chay koo-lay.
Children:	Chay chay koo-lay.
Teacher:	Chay chay koe-fee sna.
Children:	Chay chay koe-fee sna.
Teacher:	Koe-fee sa lahn-ga.
Children:	Koe-fee sa lahn-ga.
Teacher:	Kay-tay chee lahn-ga.
Children:	Kay-tay chee lahn-ga.
Teacher:	Koom a dyan-day.
Children:	Koom a dyan-day.
Teacher:	Koom a dyan-day. HEY!

In the Ring

(Adapted from a singing game children play in the West Indies.)

Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
He looks like a sugar and a plum, plum,
plum
Show me a motion, Show me a motion.

(Repeat verse as children perform the motion demonstrated by the child in the ring)

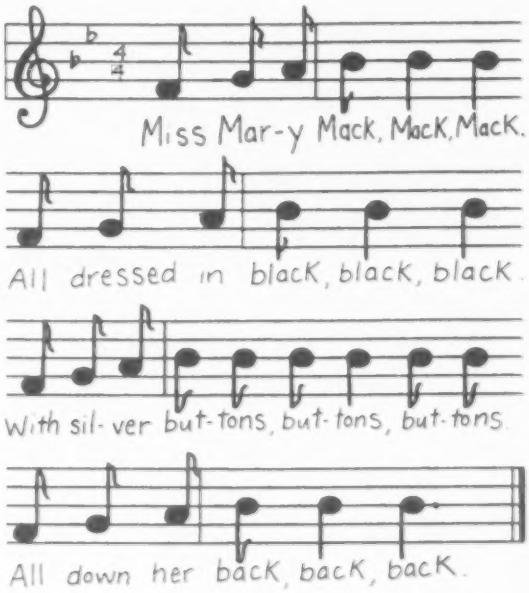
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
He looks like a sugar and a plum, plum,
plum
Plum, plum!

Oral language may be used to encourage various body movements. Children respond individually or together as they sing these chants.

Rope Rhyme*

Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to that clappedy-slappedy sound
Jump right up when it tells you to
Come back down whatever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about
Get set, ready now
jump
right
out!

Miss Mary Mack



She asked her mother, mother, mother
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Go jump the fence, fence, fence.

She jumped so high, high high
That she reached the sky, sky, sky,
And she never came back, back, back,
Till the fourth of July, ly, ly.

*From *Honey, I Love*, by Eloise Greenfield

EMERGENT WRITING

> Children want to write. They want to write the first day they attend school. This is no accident. Before they went to school they marked up walls, pavements, newspapers with crayons, chalk, pens or pencils ... anything that makes a mark. The child's marks say, "I am."
>
> — Donald H. Graves, *Writing: Teachers & Children at Work*

In the literacy-rich classroom, children can express their dreams, hopes and cares in another voice and medium. As teachers observe children at work putting their thoughts down on paper, they gain insight into the cognitive process and literacy development of the youngsters.

The emphasis in writing has moved away from copying appropriate letter forms, and toward stimulating children to use their knowledge and skills to become literate members of society. The teacher's role is to provide an environment full of writing and related language experiences that nurture this emergent form of expression.

Inviting children to write is a key activity for emergent literacy in the first grade classroom. Writing is developmental. As they play with letters, sounds, words and sentences children are attempting to express and extend their thoughts and ideas.

First grade teachers may promote early literacy by inviting children to:

- write their names and the names of other children
- dictate sentences to others to write for them
- write picture or rebus stories
- contribute ideas to language experience stories
- write during play
- create class or group books
- write captions for artwork
- compose original poems
- write stories about themselves
- respond in writing to stories they have read/heard
- use an expository style—write to tell about a science/social studies topic
- make entries in daily journals
- record experiments in learning logs
- communicate with pen-pals and others in letter form
- create original shape books, accordion books, or pop-up books
- create a photo essay

In the literacy-rich environment, teachers understand and encourage children to move forward in developmentally appropriate ways. Written language becomes part of all the activities that occur in the classroom. Writing provides the foundation upon which children build early skills such as the ability to monitor their own reading and writing, to comprehend letter/sound relationships, and to construct meaning from print.

STARTING OFF

Many children come to school with some understanding of sound-symbol relationships, more often children's first writings will be pictures and drawings.

Writing can begin on the very first day of school, when you encourage children to use paper and pencil. To get started, children and teachers need to develop routines governing the use of writing materials. Materials should be accessible, and the children should be able to use them independently. Scissors should be available so children can revise and edit their work. There should be various kinds of paper and materials such as markers, blank books, computer paper, note pads, and clipboards for children to work with. Work in progress can be placed in a file folder, manila envelope,

bag, shoe box, or on a clothesline. After being displayed, completed work or work to be completed at a later date can be kept in individual story folders that are saved in order to assess the developmental stages of writing that have been achieved.

Teachers and children can brainstorm different topics about which to write. The teacher may list the ideas on an experience chart to be left in the writing center at all times. Additional items can be added to the list as themes are explored and the school year progresses.

Invented Spelling

As children write, they display the linguistic principles they are exploring. Beginning first graders do not have many words in their visual memory and they therefore invent other writing strategies. Their choice of letters is not always correct, but it is logical. Some children will look at the alphabet chart, while others refer to picture dictionaries. Most children will try to sound out words.

Children's use of linguistic strategies should be celebrated as early indications of literary skills. The natural progression of commonly used spellings found in the writing of youngsters includes:

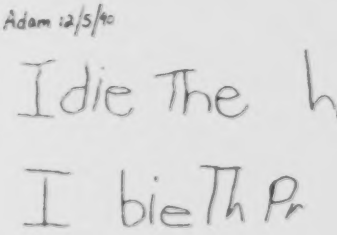
- matching the sound of a letter's name to the sound the child is trying to represent (C=See).
- having the names of letters take the place of whole words (U R Mi Frd = You are my friend).
- relying heavily on initial consonant sounds (P B = peanut butter).
- relying on initial and final consonant sounds (K K = cake).
- sounding out words first, stretching them out to include the medial consonant sounds (K P T R = computer).
- relying on vowel sounds that are heard (WAT = what).
- using visual images rather than sounding out; remembering the letters in the word but not the sequence (DGO = dog).
- invented spelling (phonetic).
- conventional orthography (mom or dad).

With exposure to and experience with many kinds of literature, first graders eventually begin to learn other writing conventions: where words belong on the page (left to right progression), spacing between words, use of oversized print for emphasis, capitalization, etc. Soon they learn how to use exclamation points and quotation marks, and their use is adopted by other children.

The issue of correcting spelling errors is controversial. If concern for spelling competes with concern for content, children will continually have to stop themselves in their writing, and they will lose track of what they want to say. It is much better to encourage children to become confident writers who value the expression of ideas rather than to cause them to feel threatened about spelling incorrectly. Children can learn to edit their stories when they are done; corrections and publication can be considered at another time.

During the writing process, Adam drew a sunflower and wrote: "I See A Sunflower."

After building with the blocks, Adam chose to write "I did the house. I did the park."



During the writing process, Adam looked through magazines and chose to cut out and paste a picture of a dog. Then he proceeded to write about his black and white dog named Buttons.

Adam
3/6/91

I Like The dag.
He is good to Me
and He is the dag
I Love The dogs name
is BTTNS
BTTNS is Blak and WIT

THE TEACHER'S ROLE IN THE WRITING PROCESS

Classroom activities build upon and encourage children's emergent writing and the reading that takes place during writing. In order for teaching activities to be developmentally appropriate, teachers may begin by encouraging children to read and write freely without formal instruction. Children's use of various forms of writing will be uneven and sporadic. They often use various forms of writing (drawing, letter strings, invented spelling, conventional orthography), depending on the nature of the task at hand. One form may be used for several weeks, abandoned, and then used again. Good classroom instruction will encourage children to move on in their development rather than pushing or pressuring them. The first grade teacher can accomplish this by:

- demonstrating a love of writing.
- keeping ongoing records of children's written work.
- having brief conferences with each child on work-in-progress.
- encouraging children to review and edit their stories.
- encouraging children to use a variety of media.
- giving writing lessons using the children's writing samples.
- providing time for children to share their stories with the class.
- using individual journals or work folders.
- taking dictation.
- helping children publish completed work.

STORY WRITING

When children are invited to write their own stories using many forms, from scribble to conventional spelling, they often compose texts that have many aesthetic qualities. When they reread their texts to others we can hear rhythm, rhyme, repetition, and emotion. They focus on meaning and content more than on handwriting and graphics. Often they repeat the same composition over and over again. Writing and reading occur throughout the entire day and are woven into all activities.

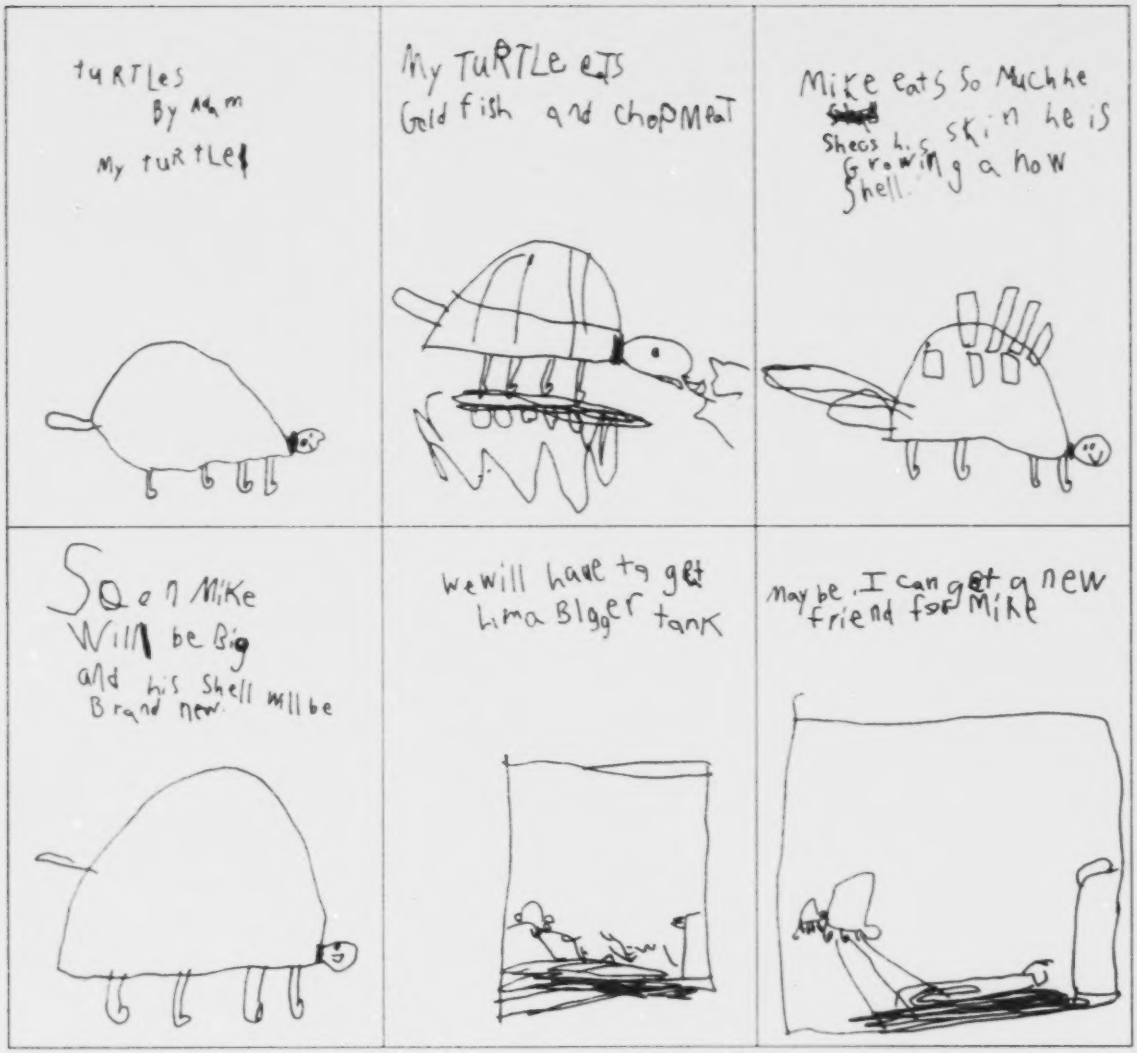
The first grade teacher can invite a child to write by stating: "Write me a story about something exciting that happened to you"; or "Write a letter to a person who takes care of you at home." Children may then be asked to read what they have written.

Writing should be done daily and should be followed up with related activities. Children can share their stories with the teacher or in groups with the other children. Children like to see their work displayed, but they also like to take it home. As the year progresses, teachers can vary what children do with their work, but they should always honor it in some way. Some teachers keep writing folders, others "publish" some pieces, and others display writing on bulletin boards.

BOOK CONSTRUCTION

Construction of books can be an interesting and exciting activity. Blank books can be purchased or made with available materials. Children can work individually or in pairs in

BEST COPY AVAILABLE



developing ideas for stories, drawing pictures, writing text, taping pages together, and developing story structures. Characters and story lines may constantly change until the final version is completed. The children can work on a book for days, embellishing it, changing it, or rereading it. Children can even bind and choose covers for their own books. When children are satisfied that their book is complete, they can present it to the class or a group. This rewards them for their work and clarifies why writing is important.

Teachers can expand storybook time to include child-authored as well as adult-authored books. Pockets for sign-out cards can be placed in books for children who wish to borrow them.

There are many ways for children to publish and there are different forms of publication. Books in different sizes and shapes can be made out of pre-cut paper and cardboard or can be pre-assembled and used if desired. Cumulative books can be based on a particular theme of interest in the classroom. A class yearbook may include contributions of each child in the class. Sometimes two children will work on a book together.

Letter Writing

In literacy-rich environments the children can write to others in their own way. A classroom post office can be set up and stock phrases and formats posted so that children can write letters, notes, or greeting cards to one another. Letter writing can be a major part of literacy development because children are writing to real people.

Pen-pal letter writing is another form of communication with others. Children can have pen-pals within the classroom, in other classrooms in the same school, or with different schools. Teachers can work cooperatively in setting up a writing schedule.

Invitations to special events can be created and sent out to invite guests to the classroom. The invited persons could listen to readings of original or published storybooks. In this manner, teachers can engage children to take an active part in the writing process.

Language Experience and Dictation

There are several techniques for using dictation. Sometimes dictation is an outgrowth of emergent writing. Teachers can write down what the children say as they read their pieces. Children can also be asked to dictate, as in the traditional language experience approach. Teachers, following this approach, use dictation as another form of writing. Dictation is used to record a group activity or as the culmination of a unit, theme, or shared reading experience. In this way, children get to read what they have said and to attend to print.

Language Experience Chart Generated During Unit on Five Senses

Popcorn, Popcorn
In the bag — soft, slow sound.
On the fire — hard, fast sound.
On the fire — popping, popping, popping.
In the mouth — crunchy, crunchy sound.
Popcorn, Popcorn

Language experience charts can also be expository and contain informational writing.

Name Writing

Writing their own name is an important way for children to show ownership of their work. Teachers should encourage the children to write their own names on their belongings and on their work. If name writing is allowed to develop in this manner, rather than with name cards taped to desks and dittos used for tracing, most children will be able to write all or part of their names correctly by the end of the year.

Teachers will notice that children not only write their own names, but also read and write the names of other children. This information can be used by children for purposeful reading and writing, such as addressing greeting cards, writing to pen-pals, and writing in diaries. It is also useful in the library center to identify who checked out a book.

Handwriting

In a literacy-rich environment, handwriting skills will emerge naturally. Tracing letters and handwriting drills are not essential because letter formation emerges while children write. Handwriting instruction can be introduced as a special unit—after children are proficient in writing on their own—to help with any problems or to encourage better letter formation.

Some children will need instruction in penmanship. Small group lessons suited to individual needs can take place either at the chalkboard or at tables. Alphabet charts should be visible at the child's eye level. Models of standardized print should be displayed around the room in the form of charts, graphs, labels, and questions. Sample manuscript alphabets can be duplicated for children to take home as a source of reference. The more opportunities children have for writing (not just copying), the more adept they will become.

READING AND INTERACTING WITH PRINT

The early childhood literacy program must adopt as its foundation a variety of meaningful reading and writing activities. The first grade classroom can be set up to provide these kinds of experiences by using the library, listening, and writing centers; reading daily to children; providing pictures and environmental print; reading trade books; having children take dictation and write stories; and providing directed reading activities.

The focus should be on encouraging children to "be readers" rather than on "teaching them to read." Reading should be an integral part of the overall curriculum instead of in isolated areas of instruction. Teachers need to generate situations that enable children to use and apply reading in a variety of ways.

First graders can begin to read successfully when presented with a diversity of approaches geared to each child's learning style and needs. These approaches include:

- reading to children.
- "picture reading."
- encouraging children to share their reading experiences.
- using trade books in reading activities.
- using basal readers creatively.

THE READING-WRITING CONNECTION

Teachers engage children in many activities involving both reading and writing. When children are engaged in writing tasks, they are always reading. They reread their stories and compositions seeking to derive meaning from their written words and stopping to "fix" and "edit" their own pieces of writing. This gives children opportunities to develop phonic and syntactic awareness as they use inventive spelling and form sentences with punctuation marks.

In order to stimulate children's beginning writing and to create an interactive literacy program, teachers need to be aware of the place of literature in the first grade classroom. When young children are exposed to quality books, they begin to appreciate the beauty of language, which in turn helps them to write.

READING TO CHILDREN

Reading aloud to young children is a simple and natural way to help them develop concepts about written and oral language. Research has shown that early readers are those children who have been read to on a regular basis, and have been exposed to a wide variety of print. The teacher can begin reading aloud to children on the very first day of school.

When teachers, classroom paraprofessionals, other adults, or older children read aloud to first graders, the children are stimulated by the richness of the spoken word to develop their own listening and speaking skills. Their desire to share their experiences increases as the literature relates to their own personal world, creates deeper understandings, and expands upon their backgrounds of knowledge.

The following will prove helpful to those planning to read to six-year-olds:

- Select storybooks with large and colorful pictures.
- Select stories related to the children's interests and backgrounds.
- Select stories that build and expand the children's level of comprehension.
- Select stories that are developmentally appropriate.
- Select stories with action and repetitive language.
- Select stories you like.
- Select stories with rich and varied language.
- Read the story before presenting it to the children.
- Practice reading the story aloud with variations of tone and stress.

Remember to gather children close by in the story time area before beginning to read. When reading to the children:

- Show the title and names of the author and illustrator.
- Provide a brief introduction to the story.
- Relate the story to the children's own experiences.
- Show the illustrations by turning the pages to face the children. Allow adequate time for the children to look at the pictures.
- Encourage children's questions and responses.
- As the story is read, pause to ask children to make predictions.
- At the conclusion of the story, ask children to think of alternative solutions to the story problem or different story endings.
- Help children to relate their favorite characters or parts of the story.
- Encourage the children to discuss and retell the story. The retold version can be written on chart paper and then illustrated by the children.

After the book has been read, it may be placed in the Literacy Center where the children can "reread" it or look at the pictures. The books may also be displayed in appropriate learning centers. (A counting book might be placed in the Mathematics Center. A book about trucks could be displayed near the Block Center.)

Children may also respond to stories by using a wide selection of materials such as crayons, paint, puppets, costumes, masks, tape recorders, blank books, or collage trays.

Children like to hear their favorite stories over and over again. Repetition helps them:

- focus on different aspects of the story.
- become more familiar with story events.
- identify with storybook characters.
- predict what will come next.
- talk about the stories.
- gain better understanding of story parts.
- put story events in order.
- increase their range of responses.
- assimilate new vocabulary.
- make connections between the story and their own experiences.

Teachers who read stories to young children stimulate early literacy, give children a "sense of story," and help them develop an appreciation for reading. Children become literate as they enjoy books, retell the stories, and "reread" their favorites.

Picture Reading

There are several ways to introduce young children to story structure. Picture reading provides a strong foundation for the development of visual literacy. Pictures are fruitful sources of new ideas and experiences and are helpful in developing vocabulary and concepts. Children can analyze and interpret the illustrations, look for details and anticipate the action. Children interpret pictures by:

- discussing the details and events shown.
- creating a story suggested by the picture.

Picture files and storybooks are good materials for picture reading. Wordless books and big books, simply and colorfully drawn, can stimulate originality in young children's storytelling. In order to assist first graders in picture interpretation, the following sequence can be used:

- display a large picture suitable for interpretation.
- model picture reading for the children.
- ask children to retell the story.
- probe for:
  - — additions to the story.
  - — where the story might have taken place.
  - — reasons for the behavior of the characters.
  - — possible solutions to the story problem.

Display another picture:

- ask the children to read the picture.
- write their story on the chalkboard.
- ask the probing questions above.
- have volunteers retell the story in their own words.
- have children illustrate the class story, or make individual story booklets.

Reading with Trade Books

Reading with trade books is an important part of emergent literacy in the first grade multicultural classroom. Trade books help to meet the common needs of the entire class, as well as the individual needs of each child without the limitations imposed by basal reading programs. They invite young readers to select their own reading materials based upon their interests and levels of reading ability.

Trade books help to enrich and expand upon all areas of the curriculum. A good individualized reading program seeks to incorporate a diversity of books that can help children to think about attitudes and values as they are exposed to writings about different ethnic, racial, and linguistic cultural groups.

The Literacy Center

The Literacy Center is an essential part of the first grade program. The center should contain a large selection of books (at least three books for each child) in addition to children's magazines, weekly newspapers, and comics. It is important to include pictionaries, beginning dictionaries, word lists, and concept books related to the content area curriculum. If possible, a simple encyclopedia may be placed in the library area. For beginning readers, cassettes and accompanying books are welcome additions.

Reading materials may be obtained from the school library, book clubs, PTA funds, home collections, or specially funded programs. Big books, small books, nonfiction books, picture books, alphabet books, wordless books, read-alongs, paperbacks, and books of every genre contribute to the excitement of the program.

Books can be categorized and arranged on the library shelves with colored stickers to help children return the books to their proper places. Monitors may be assigned to keep the library in order as children gain familiarity with the books and the organizing procedures.

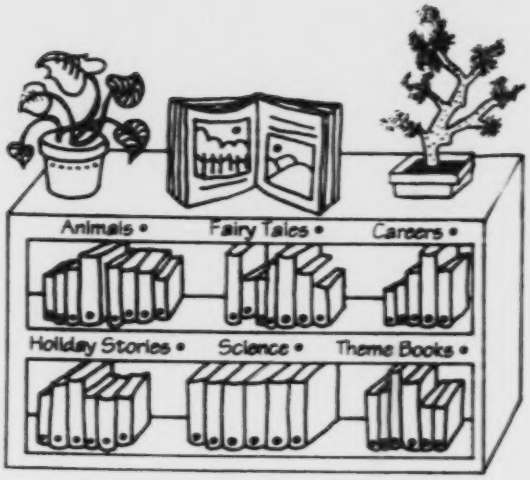


Chart for the Library Corner

Books in our library are arranged by category. Each category has a different color.

Poetry	Yellow
Folk and Fairy Tales	Blue
Animal Stories	Red
Wordless Books	Green
Concept Books	Orange
Holiday Stories	Purple
Alphabet Books	Brown
Theme Storybooks	Pink
Informational Books	White
Audiovisual Materials	Black

Please return your book to its right place.

Management

Establishing routines and keeping records of children's progress are components of reading with trade books. Planning includes teaching children how to:

- select books to read.
- return the books to the shelves.
- work independently.
- read with a partner.
- seek help.
- use the materials in the Literacy Center.
- operate the tape recorder.
- sign up for a conference with the teacher.
- set up and use the reading log.
- practice a skill.
- change activities quietly.

Book Selection

How do we help children select books that they will enjoy, be able to read independently, and find interesting? This may be done in a variety of ways. One way is for the teacher to model the selection process:

Teacher Says	Teacher Does
"Children, I'm going to show you one way to select a book."	
"I would like to read a book about animals. I will look at some book covers in the animal section of our library. I will read the titles of the books."	*Takes a few books from library shelf and examines the titles and cover illustrations. Selects a book.*
"I think I like this book. Let me look at some pictures on the pages of the book."	*Shows a few illustrations to the class and comments on each as pages are turned.*
"Now I will try to read one of the pages."	*Reads a page aloud making two obvious errors or omissions.*
"I missed only two words on this page and I like the pictures of the elephants and the monkeys. I think I'll read this book."	*Replaces other books on the library shelf. Calls upon a volunteer to model the selection process.*

The teacher and children may develop a chart to serve as a guide for selecting books. The following chart may be placed in the Literacy Center.

How To Choose A Book

1. Read the title and the author.
2. Look at the pictures on the cover.
3. Look at some of the pictures in the book.
4. Read a page of the book.
5. Can you read it easily?
6. Do you think you will enjoy it?

To spark children's interest in books, the teacher can preselect a variety of books and briefly introduce each one to the class by presenting a brief summary of the contents and displaying a few of the pictures.

Another way to motivate children to choose books they will enjoy is for teachers to model oral reading. This presents opportunities for teachers to acquaint children with a variety of literary genres, books by different authors, poetry, and concept books that contain stories and information of interest to the children. After the books are read, they may be placed on display in the Literacy Center for easy selection by the youngsters.

The Reading Log

An important part of reading with trade books is the reading log. The log helps children keep a record of what they have read, learn new vocabulary, and respond to literature in writing.

Sample Reading Log

My Name _____ Date _____

Book Title _____

Author's Name _____

Type of Book _____

New Words I Learned From This Book:

_____ _____

_____ _____

_____ _____

The Book Was About:

_____

_____

_____

_____

My Favorite Picture Was:

_____

_____

_____

The Best Part of the Book Was:

_____

_____

_____

I Liked This Book Because:

_____

_____

_____

Teachers may wish to wait until children can read and write proficiently before beginning to use reading logs. The reading log is divided into two sections. The second half of the notebook becomes a personal dictionary with pages lettered Aa to Zz. As each interesting word appears on the log page, it is written in the dictionary section under the proper letter. Subsequently, sentences may be written under each word on the dictionary pages. Pages of the log may be illustrated with scenes from the story or pictures of story characters. As the term progresses, children may undertake special activities in response to the books read, such as making dioramas, sequence booklets, pop-up books, story strips, or creating mobiles.

The following chart may help the children to make entries in their reading logs:

READING LOG GUIDE

1. What was the book about?
2. Who were the characters in the story?
3. Where did the story take place?
4. What was the story problem?
5. How was the problem solved?
6. What did you learn from reading the book?
7. Did you enjoy the book?

Children need to be taught the skill of using their reading logs many times before they are expected to make entries independently. Eventually, they will be able to recognize story structure, and write their responses in complete sentences.

THE READING PERIOD

The independent reading period may be planned in the following way:

Who	What	How Long
PLANNING TIME		
Teacher and Children	Group/ Individual Planning	5-10 minutes
WORK TIME		
Children	Select books Read Make log entries Work on activities Practice skills	30 minutes
Teacher	Observes Assists individuals Conferences Works with small groups	
SHARING TIME		
Children	Share or report Read selections to class Discuss books Display completed work	10 minutes
Teacher	Acts as facilitator Listens Asks questions Suggests further activities	

Conferences

Conferences help teachers to develop a supportive relationship with each child. Plan to spend half of the reading period conferring. Each conference should last from six to ten minutes. The rest of the time can be used for observing and assisting individual children.

A conference does not have to be held each time a child reads a book. For example, you can confer on one book out of three. Children need to be taught how to prepare for a conference. They might follow this sequence:

1. Choose a book you like and read it.
2. Be ready to answer questions about the story.
3. Select a part to read aloud.
4. Read it to yourself at least twice.
5. Write your name on the conference list.

The teacher uses the conference to find out:

1. The child's interest in the story.
2. The child's grasp of the meaning.
3. The child's decoding skills.
4. The child's ability to respond to questions about the book.

A conference is used to diagnose, teach, evaluate, listen, share and plan with each child. The teacher can give a mini-lesson, or help the child gain a deeper understanding of the story. The teacher can keep records of each child's performance in a notebook or on index cards noting the books read and the child's strengths and weaknesses. At conference time, the teacher may suggest a special project, or assign a skill task for practice.

Sample Index Card Record

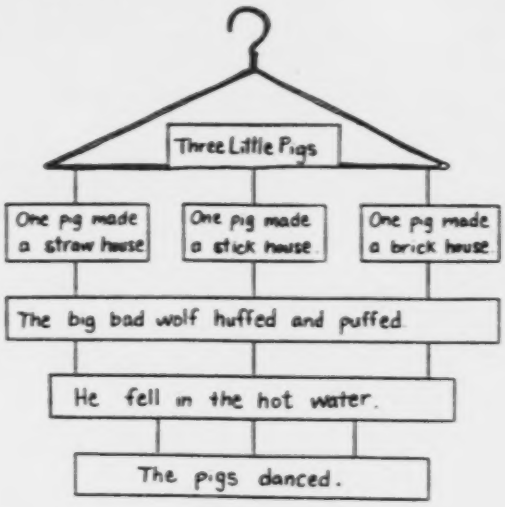
Child's Name

Date	Book/Author	Strengths	Needed	Follow-up Activity
10/12	Clifford/ Bridwell	Good comprehen-sion	Short Vowels	Paperbag Dog Puppet
10/24	Big or Little? Kathy Stinson	Sense of opposites	Sight Vocabulary	Self-portrait

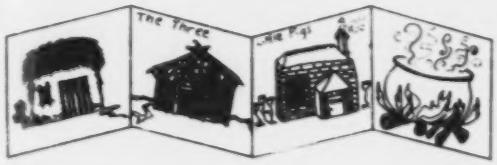
Sharing

Children can share books by displaying art projects, making puppets, retelling a story in sequence, reading favorite parts to the class, making a story map or mobile, or writing letters to the author. As children grow more adept in the program, further sharing activities can be introduced.

Story Mobile



Picture Sequence Strip



CHECKLIST FOR A PRINT-RICH ENVIRONMENT

Names of children are printed carefully and correctly on:

- ☐ Cubbies
- ☐ Attendance chart
- ☐ Job chart
- ☐ Work choice chart
- ☐ Birthday calendar/chart
- ☐ Placemats or name cards for snack time/lunch

Dictation by children (signs, captions, stories, directions, messages) is placed on or near:

- ☐ Art work ("That's me and my brother at the park." — Ebony)
- ☐ Block Buildings ("Don't knock it down." — Malik)
- ☐ Photographs ("That's the zoo. I was looking at the zebra." — Sara)
- ☐ Discovery/Science Table ("My shells from Puerto Rico where my *abuelo* lives." — Lisa)
- ☐ Interest areas ("I want to paint tomorrow." — Gianni)

Labels designate where classroom materials belong. (Words should be accompanied by pictures, outlines, or silhouettes representing the objects.) These labels appear on:

- ☐ Shelves
- ☐ Containers
- ☐ Walls/pegboards

Teacher-Made Materials include:

- ☐ Daily schedule
- ☐ Weekly calendar
- ☐ Class rules
- ☐ Experience charts
- ☐ Recipe charts
- ☐ Reminders (for example, "We need more tape," "Next week Frank's mother will help us bake bread.")
- ☐ Notes to parents
- ☐ Words to favorite songs, poems, rhymes, riddles
- ☐ Signs for art displays
- ☐ Signs for materials displayed, such as "Dana's Rock Collection," "Which is your favorite?"
- ☐ Interest area signs and instructions
- ☐ News of the day ("Kelly has a new baby brother.")
- ☐ Directions for activities
- ☐ Personal messages

Reference Charts (letters, words, numerals, colors with appropriate pictures or symbols) include:

- ☐ Name chart
- ☐ Alphabet chart
- ☐ Color word chart
- ☐ Charts for the days of the week, months, seasons
- ☐ Weather chart

The Classroom Library includes:

- ☐ Trade books (a variety, including picture books — some with simple texts for beginning readers, ABC books, children's magazines, appropriate reference materials)
- ☐ Books dictated or written by children
- ☐ Teacher-made books with texts composed by the teacher or dictated by children (for example, photographs of children in school or magazine pictures of animals or people doing things)

Print Material in interest areas includes:

- ☐ Science or Discovery Table: reference and story books on themes such as seashore, plants, animals, magnets, shells, rocks
- ☐ Block Area: books, magazine pictures of construction work, machines, vehicles, different kinds of buildings
- ☐ Math Center: number and counting books
- ☐ Writing Center: books by children, commercial print materials, "story starters" (for example, pictures or photographs, some with questions or titles printed by teacher), and collections of words requested by children
- ☐ Computer Center: varied software

Lists are displayed around the classroom. Examples of lists include:

- ☐ "What We Saw at the Firehouse"
- ☐ "Living Things in the Neighborhood"
- ☐ "Songs We Know"
- ☐ "Our Favorite Stories"
- ☐ "Books We Have Read"

Writing Center materials that will stimulate children to create their own stories, messages, letters, notes, captions, include:

- ☐ Assortment of lined and unlined paper
- ☐ Chalkboard/slates
- ☐ Pencils
- ☐ Markers
- ☐ Crayons
- ☐ Chalk
- ☐ Glue/paste
- ☐ Staplers
- ☐ Scissors
- ☐ Stencils
- ☐ Color forms
- ☐ Plastic or wood letters
- ☐ Alphabet chart
- ☐ Word cards

BEST COPY AVAILABLE

LEARNING TO READ THROUGH THE ARTS

There are many ways to stimulate young children's emergent literacy. One of these approaches is learning to read through the arts. When first graders engage in play and creative activities, language becomes a natural component of the literacy-rich, whole-language classroom. The arts tap children's curiosity and imagination. Teachers can use this curiosity as they design activities that capitalize on the talents of each child.

Learning to read through the arts integrates aesthetic, cognitive, and affective skills. Aesthetically, first graders can express themselves in a variety of experiences using oral and written language:

- Engaging in creative dramatics.
- Role playing original stories.
- Making puppets and writing skits.
- Choreographing dance and movement to music.
- Dictating sentences about art in various media.
- Singing songs from words on charts.
- Labeling and writing about original sculpture.
- Creating original poems.
- Making masks, evoking moods, and telling feelings.
- Retelling familiar stories through pantomime.
- Making a mural with words and pictures.
- Illustrating and publishing original books.

The cultural resources of New York City provide many opportunities for children to find out about the arts. Teachers can plan trips to museums, dance recitals, poetry readings, theater performances and puppet shows to give children direct experiences with arts in action. Groups can be invited to the school to perform for the children during the day.

Furthermore, children will develop affective skills as they work and play together on a cooperative project. Art is a primary means of transmitting cultural values through self-expression. Children's endeavors can be used to promote an appreciation and understanding of themselves as well as cultural diversity in the classroom.

As they participate in reading through the arts, children will begin to learn:

- story sequence
- characterization
- oral communication
- sentence structure
- use of dialogue
- rhyming schemes
- writing process
- reality and fantasy
- sense of story represented by movement and pantomime
- new vocabulary
- dictation
- captions and labels
- reasoning skills

The most valued quality of learning to read through the arts is its creativity. It helps the teacher reach those children who need added motivation to learn. But most of all, it enables youngsters to develop self-esteem, gain a sense of accomplishment, and build positive relationships with their classmates.

INNOVATIVE USE OF THE BASAL

It is important for teachers to create a literacy-rich environment in which children can learn to read as naturally as they learn to speak and to write. Basal reading is one method of instruction employed in many first grade classrooms. This approach is widely used because it offers a controlled vocabulary, detailed lesson plans for direct instruction, and suggestions for teaching and review of reading skills. The directed reading activity used with basal selections may be modified by teachers so that children are taught to monitor their own comprehension by using independent strategies that promote learning and remembering.

Before Reading

Ask children to:

- Activate their prior knowledge by discussing or brainstorming any experiences they may have had that are connected to the topic.
- Predict the content of the selection by looking at the story title and pictures.
- Generate their own questions about what they would like to find out about when the story is read.
- Discuss the genre of the selection.

During Reading

- Relate new information in the selection to their prior knowledge.
- Confirm predictions.
- Clarify questions generated.

After Reading

Respond to generated questions.

- Retell the story.
- Evaluate predictions.

This information may be recorded on chart paper as follows:

WHAT WE KNOW	WHAT WE WANT TO FIND OUT	WHAT WE LEARNED
(prior knowledge)	(pupil-generated questions)	(story summary)

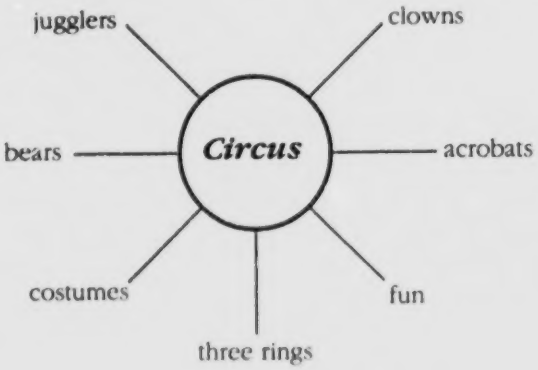
Every first grade teacher should become familiar with the reading skills listed in the Curriculum Frameworks and should seek to include them in daily skill lessons as the children's specific needs emerge during reading times.

VOCABULARY

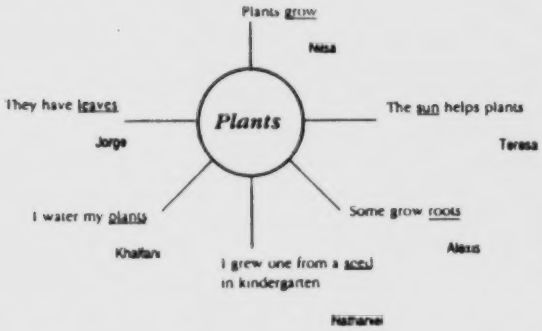
Words and definitions can be introduced using webbing. Choose a main idea or theme from the story and have the children tell all they know about that topic. Write what they tell you, underlining the targeted vocabulary. For example:

Children may be shown how to make word webs and concept webs to increase their comprehension of new vocabulary and story text.

Word Web



Concept Web



Vocabulary can be reinforced through games, story boards, and dramatic play. Experience charts may be composed by the children as they make sentences using the new words. Children can be encouraged to write their own stories using the new words, and they may even wish to make their own dictionaries.

READING THE STORY

The children need to feel involved with the story being read to them. This is best done using a motivational technique such as reading the title of the story and recording questions children have about what will happen, or by relating the story to one previously read on a related theme.

Basal readers are useful in that they lend themselves to different styles of reading. Children may read independently, as a small group, with a paired partner, or as a choral presentation. Each approach is valuable in that it serves to enrich the emergent reader's literacy.

If there are different characters in the story, reading group members can be given parts to read or act out. The teacher can use a variety of questions to ask the children about the content. Encourage the children to use pictorial, contextual, and inferential cues. Ask open-ended questions, such as:

- What did this story make you think about?
- When and where does this story take place? How do you know?
- Why is this character important in the story?
- What did you think was the funniest part of the story? The saddest?
- Did the story end the way you thought it would or did it surprise you?
- What special words did the author use to help you understand the story?
- Tell the main things that happened in the story.
- If you were this character, would you have felt the same or differently? Would you have done the same things?

Questions should elicit responses related to feelings, problem solving, critical thinking, predicting, and comparing. Ask children if they liked the story and how they would change it. This is a good opportunity to allow the children to write a related story using their own words, feelings, and experiences.

Two simple activities that promote young children's ability to compare and contrast are:

- Choose a character from the story and record how he or she is similar to one of your friends or classmates. What qualities does the character have that you would or would not like to have? Why or why not?
- Fold a sheet of paper in half. On one side draw a picture of your neighborhood; on the other half draw a picture of the setting of the story. Explain any differences or similarities.

The creative teacher will find versatile ways to use basal readers in the first grade classroom. Stories and selections in the reader need not be followed in sequential order from beginning to end. Rather, the teacher may reorganize the contents of the book to choose specific topics during the school year related to:

- themes
- holidays
- particular genres
- biographical information
- content area-related concepts
- poetry

Extending the Selection

Children can respond to basal selections in a variety of ways. They may simply discuss the story concepts, draw pictures of a favorite character, contribute to a group retelling, or engage in a project to extend their comprehension. Some selections will lend themselves to creative dramatics, musical activities, or science experiments as follow-up.

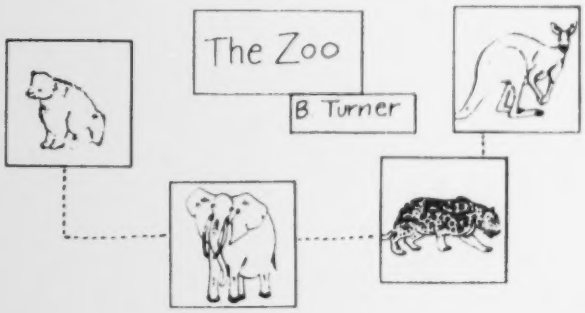
Puppets

First graders may draw story pictures on paper or felt finger puppets and use them to retell selections read.

Puppets may also be constructed from paper bags, socks, construction paper or craft sticks for story dramatization.

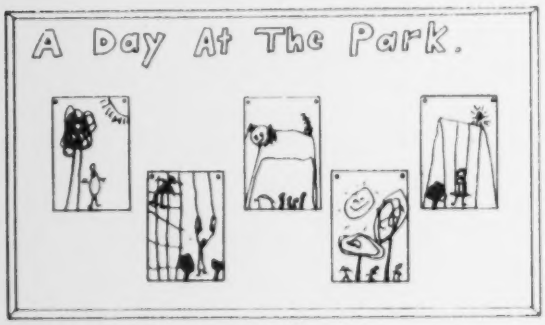
Story Maps

Picture story maps are another creative activity that children may undertake:



Wall Stories

Teachers can mark off sections of the bulletin board to form pages of a book. The children can use these sections to create an original version of the selection read.



Picture Mobiles

Children enjoy making story mobiles. They may be constructed from hangers, sticks, dowel rods, or pipe cleaners. The pictures can be attached with yarn or string. The children may draw characters or scenes from the story.

Reference Charts

Teachers may wish to develop ongoing charts with the children to use as references throughout the year. As different stories are read by the children, the lists on each chart can be expanded.

CHARACTERS WE HAVE READ ABOUT	SETTINGS WE KNOW	WORDS THAT DESCRIBE CHARACTERS
The Little Red Hen	forest	friendly
Danny Dinosaur	school	sad
Clifford	pond	tricky
Goldilocks	farm	happy

Teachers should aim to produce independent readers whose reading improves over time. Do your readers:

- monitor their own reading?
- search for cues in word sequences, in meaning, and in letter sequences?
- discover new things for themselves?
- cross-check one source of cues with other sources?
- self-correct according to context and picture cues?

There are many ways in which reading can be taught during the school day. With extension activities and the inclusion of related children's literature, the basal can be used in a more holistic approach that can be tailored to the interests and needs of individual children and the class as a whole.

SKILLS IN MATHEMATICS

By the time children enter first grade, they have acquired some knowledge about mathematics. They have used their number knowledge to tell their ages, how many people are in their families, and to recite their telephone numbers. They are also familiar with pennies, nickels, and other coins. They may not be aware of the actual values of the coins, but they know these coins are "money." However inaccurate or unsophisticated many of these ideas may be, they furnish a starting point for the alert teacher.

From the start, children's experiences in mathematics should be concrete and meaningful. A child who has broken a whole cookie into parts understands that each part is less than the whole cookie. Children should be active participants in discovery and in learning. Learning experiences should be planned by the teacher and arranged in an orderly sequence.

In school, children are in frequent contact with mathematical ideas and with mathematics in action. As children become aware of the importance of numbers in their daily lives, concepts will be refined and mathematical language used with increasing precision.

Children experience continuous growth in understanding number concepts and concepts related to distance, shape, size, speed, temperature, time, weight, and location. Many of these concepts are developed informally. Although their development may seem incidental from the child's point of view, they are the result of careful planning by the teacher.

As the teacher learns about the strengths and instructional needs of individuals and groups, children can be guided to make discoveries at their respective levels of development. In addition, the teacher can help children reinforce concepts previously developed as new topics are introduced.

Children come to first grade with a variety of prior experiences in groups. Some come from an all-day kindergarten, others from a day-care center or half-day kindergarten. Some children may have no prior group experience. Teachers should become familiar with the topics and concepts in *Getting Started in the All-Day Kindergarten* for possible review and reinforcement. For example, even though personal data (e.g., address, telephone numbers, and number names in the environment) are not included in this first grade guide, teachers should be aware that these and other concepts may need to be reintroduced at the beginning of the first grade.

The following seven principles are basic to planning for growth in mathematics in first grade:

1. Mathematics is taught in a definite sequence.
2. Each mathematics topic is developed through four developmental levels:
   - engaging in experiences
   - using concrete and representational materials
   - thinking through mathematical relationships
   - writing and using mathematics in solving problems
3. The four developmental levels may overlap.
4. For most topics in mathematics, children will need a significant amount of time to experience all four developmental levels.
5. Children will also vary in the amount of time needed to advance through a topic. More mature children may proceed through the first two developmental levels more rapidly than less mature children. Some children may be able to "think through" more mathematical relationships than other children.

6. The earlier a topic in mathematics is introduced, the longer the teacher should emphasize the first two developmental levels.
7. Children are frequently encouraged to estimate answers before they compute. Those children who are unable to give reasonable estimates will need to go back to earlier developmental levels or to simpler concepts or processes.

The scope of first grade mathematics is based on the New York State and New York City curricula. It should be noted that the curriculum is cyclical and developmental. It encompasses the following major topics:

- numbers and numeration
- addition of whole numbers
- subtraction of whole numbers
- fractions
- geometry
- measurement
- algebraic concepts
- graphs, probability, statistics
- problem solving

Manipulative materials should be explored throughout the school year, allowing time for:

- children to discover the properties of each type of material.
- the teacher to observe children's levels of skill development in using each material.

It should be remembered that the level of a child's skill development and the level of language (terminology) may not be the same. Both types of learning should be continually assessed. As the teacher guides the children in skill development, terminology is continually taught through modeling, dialogue, and discussion.

Concepts may be introduced to large groups of children; however, there are times and situations when additional concept development is taught in small groups or to individuals. It is important to note that many of these concepts, while introduced in kindergarten and first grade, may not be completely internalized until later.

ENCOURAGING CREATIVE THINKING SKILLS

Rather than *teach* creative thinking skills, teachers need to *encourage* them. Children are creative by nature. As facilitators, teachers need to offer more challenging opportunities to allow the children to be creative and to express themselves freely. When teachers integrate activities involving higher-level thinking skills into the everyday curriculum, they enable children to become critical thinkers and decision makers. (Skills such as problem solving and critical, analytical, and divergent thinking are the components that make up higher-level thought processes.)

Education has come a long way from rote memorization and the keep-them-busy drill sheets. Today's educators need to reassess the methods of schooling in which they themselves were taught. Teachers need to become sensitive to the level of thinking required in the questions they ask and to be open to ways in which children answer those questions.

The following are teacher tips that encourage creativity in the classroom:

- Model respect; demonstrate respect for persons who need time to respond to a question.
- Ask open-ended questions that call for an opinion and critical thinking.
- Ask questions that require comparisons, evaluations, elaboration, and a multitude of answers.
- Ask questions that elicit predictions. Provide opportunities for the children to follow up with a hands-on investigation. Set a time for a shared reading of results.
- Encourage children to share their "own" ideas.
- Keep good eye contact and express interest through facial and body language while listening to the children.
- Accept all types of ideas. Keep in mind the rich cultures and backgrounds of the children in the classroom. The children bring with them a wealth of different types of experience and knowledge. If a child gives an incorrect response, work with that child in finding out the reason for the response. Depending upon a child's culture, a "wrong" answer just might not be as far off as originally thought.
- Be generous with your praise! Praise benefits children when handled appropriately. Pinpoint what was "good" or "great" about an answer. Reflect on the child's thinking ability. Responses such as "Oh boy, you remembered that fact about reptiles," or "I like the way you related the fish family to the reptile family. That's good thinking," are more appropriate responses. These specific comments promote self-esteem and let children know that their contributions are valued.

SENTENCE SKELETONS FOR ENCOURAGING CREATIVE THINKING SKILLS

Fluency:

The ability to produce a large number of ideas in a short period of time is a thinking skill defined as fluency. The following types of questions encourage fluency:

- Who can think of the most... ?
- Think of all the ways... ?
- How many ways... ?

Flexibility:

The ability to think of answers that fall into many different categories is a thinking skill defined as flexibility. The following types of questions encourage flexibility:

- In what other ways... ?
- What different kinds... ?
- What else... ?

Originality:

The ability to think of new or unusual ideas is a thinking skill described as originality. The following questions encourage original thought:

- Can you think of something new?
- Can you think of something completely different from... ?

- Can you think of something no one else will think of?

Elaboration:

The ability to add on to an idea is a thinking skill known as elaboration. The following questions encourage elaboration:

- Can you add to this... ?
- How can you change... ?
- How can you make this better... ?

SENTENCE SKELETONS FOR ENCOURAGING MULTI-LEVEL THINKING

Knowledge:

At this level the children recall or recognize information or ideas in the approximate form in which they were learned. At this level the teacher may suggest:

- Tell what you know about...
- Label the following...
- Match the pairs...
- Name each one...
- Read the...
- Find all the...
- Show me which is...
- Locate the...

Comprehension:

At this level the children will translate or show understanding of information based on prior learning. The teacher may suggest:

- Retell the...
- Rewrite the...
- Give examples of...
- Explain why...
- Summarize the...

Application:

At this level the children can select, transfer and use data to solve a real life problem. At this level the teacher may ask the children to:

- Solve the problem of...
- Illustrate the...
- Show us how you could...
- Make a sample of...

Analysis:

At this level the children are aware of the thought process in use. The child can examine, classify, hypothesize, collect data and draw conclusions. The teacher might ask the children to:

- Take apart the...
- Compare the...
- Look into...

Synthesis:

At this level, the children can originate, integrate, and combine ideas into a product, plan, or proposal that is new to them. The teacher might ask the children to:

- Invent a new...
- Predict what might happen if...
- Compose a new...

Evaluation:

At this level the children appraise, assess, or criticize on the basis of specific standards or criteria. At this level, the teacher might ask the children to:

- Judge what will happen if...
- Select one of the following... that you think is the best.
- Choose the one... you think will...

In a non-threatening environment where creativity and expressiveness are constantly reinforced, the children become aware that originality can be experimented with rather than held back in fear of correction.

CHILDREN WITH SPECIAL NEEDS

The grade one teacher prepares a stimulating yet structured environment designed to foster the academic, physical, and emotional growth of each child. Instruction is multicultural in scope, broad in its themes of study, and varied in its use of sensory experiences. The teacher challenges the children's natural curiosity and is mindful of individual learning styles and rates of development.

Often, children will develop some skills faster than others. For example, a child may display good communication and social interaction skills with peers, and at the same time experience difficulties with fine motor and/or gross motor activities. However, most of the children's abilities will cluster around the six- to seven-year-old developmental stages. A few may benefit from Type III enrichment activities (See "Educational Enrichment—Excellence for Everyone," pp. 147-8.) Some children may have special needs that require alternative teaching strategies and modified instruction. These needs may stem from:

- specific health problems
- language processing difficulties
- physical disabilities
- learning problems
- difficulties in adjusting emotionally

Children with special needs may exhibit one or more behavioral characteristics that are typical in younger children, such as repetitive speech patterns, continual movement, negative self-assertion, or poor impulse control. In those cases, the teacher may want to choose a broad range of activities to enhance both self-esteem and learning potential.

The grade one classroom environment extends the children's initial concepts of the self beyond the accumulated experiences of the home and promotes continued opportunities for positive interactions within a larger social framework. The teacher, as role model, conveys the message to the children that, regardless of outward appearances or abilities, they are valuable human beings to be treated with dignity and respect. Desirable modes of behavior, which the children can imitate, are demonstrated. These include:

- **Concern for the Feelings of Others**
  The teacher's friendly "Good Morning," smile, choice of words, tone of voice, and facial and bodily expressions set the tone for the day. Minor mishaps and infractions of rules are corrected quietly or privately whenever possible.
- **Acceptance of Individual Differences**
  Children may notice differences in each other's abilities and appearance. The teacher responds matter-of-factly: "Yes, Kim needs a quiet place to calm down"; "Rowena, try this easier puzzle first"; "I need my glasses when I read. Glasses help me see the small print better." Youngsters learn in a non-threatening atmosphere that it's okay to have special needs.
- **Support for the Insecure**
  For those who are afraid of failure or have previously been ridiculed, the teacher's availability and encouragement will provide welcome support for faltering first steps. "I'm here to help you"; "Just try your best"; "This book is a special story just for you"; "If you need help, Carlos might be able to help you." Simple statements like these may boost the disheartened youngster to renewed efforts.

INDIVIDUAL ASSESSMENT OF SPECIAL NEEDS

Finding the time for individual assessment of a child with special needs while continuing the scheduled activities of the grade one classroom may, at first, appear to be an overwhelming task. However, the teacher can register specific needs and pinpoint the most effective

modes of instruction while maintaining the regular flow of full-group activities.

The Special Education Training and Resource Center (SETRC) lists five developmental steps that can be adapted to teach any concept. Reference to these steps will aid in the assessment and planning of developmentally appropriate materials and activities for children with special needs.

Developmental Learning/ Teaching of Concepts

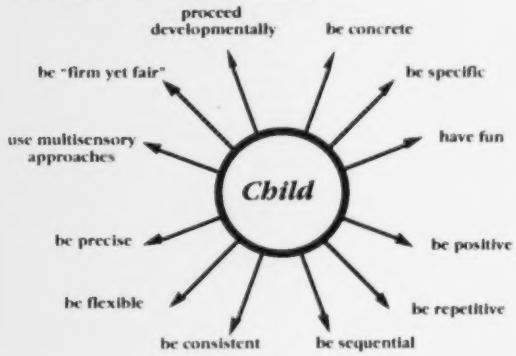
1. **Direct Experience:** The introduction of new concepts begins with the physical *manipulation of real objects* in the child's immediate environment (such as tables, chairs, books, etc.). Using oral language, children describe their explorations with the materials.
2. **Concrete Materials:** The second phase involves varied interactions with *manipulatives* (toys, flannelboard pieces, games, puppets, etc.) concurrently with the use of oral language. Children are encouraged to retell stories using manipulatives.
3. **Representational Material:** The third phase uses *two-dimensional materials*, such as photographs, films, and filmstrips to further reinforce the concept being learned. Children are encouraged to describe the process verbally.
4. **Abstract Material:** The fourth phase utilizes only *abstract symbols* (letters/words) to illustrate the language process. This can include picture/word cards, games, library books. Children use oral language to describe the activity.
5. **Extending Concepts:** During the fifth phase, the children can be provided with *many opportunities to apply the newly learned concepts* in a variety of contexts, using oral language concurrently (sentences, stories, games, wipe-off cards, sequencing story events on sentence strips).

Assessment of Developmental Stages of Learning

Child's Name: Tania				
Activity: Story Time: Teacher reads *Peter's Chair* by Ezra Keats				
DEVELOPMENTAL STAGE PREFERRED BY CHILD				
I. Direct Experience	**II. Concrete Materials**	**III. Representational Material**	**IV. Abstract Material**	**V. Extending Concepts**
Child places chairs around the table in house-keeping center.	Child arranges toy chairs in doll house.	Child finds pictures of chairs in a furniture catalogue.	Child matches word card to chair.	Child expands III and IV; makes a picture story about chairs; "writes" words and sentences about chairs; retells the story.

Children with special needs will generally prefer, and benefit from, many reality-based experiences that are reinforced through the use of concrete manipulative materials. The child will begin to imitate the oral labels and descriptions the teacher assigns to objects and experiences in a manner similar to the process of speech acquisition by an infant in the home. Additional techniques are outlined in the following figure:

Techniques for Working with Special-Needs Children



In addition to observing the child's needs, areas of strength, and interests, the teacher may want to:

- meet with the child's parent(s).
- review the child's current health record.
- confer with the former teacher (if child attended a preschool class).
- confer with the guidance counselor.
- confer with the school supervisor.

SUGGESTED TEACHING STRATEGIES

Proceed Developmentally

- Be realistic and flexible in your expectations of the child's development.
- Think in terms of the child's developmental age, not the child's chronological age.
- Use task analysis to present activities. (Tasks may be broken down into component parts and taught in step-by-step sequence.)
- Make sure that activities are a challenge and are not frustrating.

Be Sequential

- Start with what the child can do: move from the known, simple, and easy to the more difficult and complex.
- Build complexity very gradually.
- Plan activities based on the following progression: from concrete experiences (object/motor/language) to representational experiences (pictures) to symbolic experiences (verbal and written symbols).

Use Multisensory Approaches

Provide a variety of different activities and materials, e.g., paints, manipulative materials, clay, creative dramatics, music, block-building, movement, cooking, listening to stories.

Be Flexible

- Provide adequate time for the child to complete tasks and participate in group activities.
- Allow the child to engage in an activity that is different than that of the rest of the class:
  - — The child may choose to paint while group is listening to a story.
  - — The child may choose to sit quietly and look at a book while other children engage in active play.
- Allow for individual rates and styles of learning.
- Give the child space to make limited choices during the day.

Be Repetitive

- Allow the child to repeat an activity several times.
- Present a variety of activities to let the child practice a skill.
- Repeat instructions when necessary.

Be Concrete

- Accompany verbal directions with hand gestures, body movement, objects, or pictures.
- "Walk" the child through a new activity or a new routine.
- Provide a wide variety of physical activities.
- Use physical prompting when teaching a new skill. Manually guide the child through the activity, gradually withdrawing the physical guidance as the child gains confidence and competence.
- Use modeling and imitation: the child attends (looks and listens) as the teacher performs the desired behavior, which the child then imitates.

Be Specific

- Provide a clear structure for each activity:
  - — Let the child know what will be expected by setting limits.
  - — Let the child know the sequence of the activity—preferably through the use of pictures.
  - — Give clear cues for the child to recognize when the activity begins and when it ends, e.g., "When you have paper and crayons, you can begin to draw." Or (using a timer) "When the bell rings we will put the blocks away."

Be Consistent

- When setting a limit, be clear about the consequence if the child does not stay within that limit. For example:
  A child spits at another child. Teacher says: "If you are angry you may tell him, 'I am angry. Leave me alone.' But you may not spit at him. If you do you'll have to leave the block area and sit in your seat." The child continues to spit. The teacher then removes the child from the block area, even though the child is screaming and kicking and says "I'm sorry. I won't do it again." The teacher sits the child in a chair, and explains why the child is not going to be working in the block area that day.

Be Positive

- Develop and nurture a positive attitude in the child: "I can do," "I can learn."
- Recognize and praise small efforts.
- Reinforce responses that come close to achieving the desired behavior.
- Use preventive techniques in dealing with management problems:
  - — Recognize when the child is behaving appropriately and reward immediately.
  - — Verbalize what the child is doing right.
- During an activity:
  - — address the child by name.
  - — stand or sit next to or close to the child.
  - — maintain eye contact periodically to keep the child's attention on the task.
- Avoid potential "trouble situations" such as:
  - — asking the child to wait for a long time.
  - — requiring the child to be silent for a long time.
  - — presenting abrupt changes in routines or activities.
- Use positive contingencies to set limits:
  - — "When you put the blocks away, then you can go to the yard."
  - — "When you sit down, then you can mix the cake batter."
  - — "Put the blocks away, then go outside."
  - — "First sit down, then blow bubbles."

Be "Firm Yet Fair"

- Give reasons for acceptable and unacceptable behaviors, e.g., "Put a smock on before you paint so your shirt will not get paint on it."
- Explain to the child the reasons behind decisions you make, e.g., "We are playing inside today because it is raining."
- Set limits appropriate to the developmental needs of the child.

Be Precise

- Use clear language.
- Limit the amount of words in your directions.
- Be descriptive in your praise and appropriate to the situation:
  - — "You did a good job in cleaning up the art area. You washed all the brushes."
  - — "You worked very hard buttoning your coat."
  - — "You remembered to look at each puzzle piece as you worked."

Have Fun

- Allow the child to learn through exploring, experimenting, and discovering.
- Provide many opportunities for peer modeling:
  - — The child observes and then assists another child in building a tower of blocks.
  - — The child and two of the child's peers set the table for snack time.

- Plan activities that encourage the child to use learned skills in a meaningful way:
  - — The child participates in cooking experiences to reinforce an increasing ability to follow directions.
  - — The child pours juice for the class at snack time to improve eye-hand coordination.

Modify the Learning Environment

With an understanding and a respect for the individuality of each child, the teacher plans a curriculum to enhance each child's learning. In meeting the special educational needs of the children, the teacher may have to:

- modify the schedule or specific aspects of the learning environment.
- try alternative teaching strategies.
- adapt the curriculum.

When modifying and adapting an activity to meet the child's special needs, the teacher incorporates what the child can do and what motivates the child to learn.

An example of how this can be done is illustrated below.

Suggested Modification to a Daily Schedule (8:40 A.M. - 3:00 P.M.)

Arrival, Informal Conversation

Activity: Children look at books while awaiting classmates.

If: the child enjoys looking at books but gets distracted on the way to the library area and disrupts the other children's reading activity

Then: provide the child with a story box (containing a selection of four books, which are changed periodically). The child selects reading material from the story box, available at the child's table, rather than going to the library.

Activity: Plan the day's activities.

If: the child shows difficulty adjusting to new situations

Then: prepare the child for any changes that may be occurring during the day by discussing what's going to happen and, if possible, why things will be different on this day.

Direct Instruction Activity

Activity: Sound Game—Auditory Discrimination

If: the child has difficulty in recalling the name of an object but is able to identify the sound the object makes

Then: present four realistic pictures of objects or the actual objects as the child listens to a sound. Child can point to the picture or object that makes that sound. Teacher names the object, child repeats the name.

Learning Centers

Activity: Children work at learning centers.

If: the child has difficulty in making choices but has a variety of interests

Then: present the child with only two choices at a time based on the child's interest, e.g., "Do you want to work at the water table or in the block area?"

Discussion

If: the child speaks only in one- or two-word phrases but seems eager to contribute to the group's discussion

Then: listen attentively, provide ample time for the child to speak, and expand on the child's utterances:

C: "Blocks."

T: "Yes, Anna, you worked with the blocks."

C: "Fall down."

T: "You built a tower and it fell down."

C: "Mario build."

T: "Mario and you built the tower up again."

C: "Yeah, up, up."

T: "You and Mario built a tall tower."

Finger Play

If: the child engages in repetitive movements or mannerisms but is unable to sit with the group

Then: have the teacher or educational assistant sit next to the child and:

- verbally reward the child whenever the child is participating appropriately in the activity.
- intervene physically by guiding the child to move in the appropriate way.
- intervene verbally by signalling the child to focus on the task, e.g., "Sam, put your hands on your head."

Active Play
Indoors or outdoors—circle games

If: the child has difficulty in following simple directions but has the motor skills to participate in the activity

Then:
- limit the amount of words in the verbal direction, e.g., "Catch ball. Throw ball." "Hold hands and jump."
- accompany verbal message with hand or body gestures.
- place child near you for closer guidance.

Prepare for Lunch/Snack

If: the child has difficulty with motor coordination but understands and is able to follow verbal directions

Then: use verbal directions to guide the child through the movements of the activity.

Quiet Time and Rest
Children look at books, listen to music

If: the child is easily distracted and disruptive

Then: select a quiet area for the child to rest, away from the other children and from any easily accessible materials.

Music
Rhythms, Rhythm Instruments

If: the child has marked lack of impulse control, but shows an interest and enjoyment in music

Then: set clear limits and contingencies.

- follow through with contingency if the child does not behave within the stated limit.
- don't overwhelm the child by too much talk and an overload of materials. Frequently praise the child's positive behavior during the activity.

Work Period

Preparation of simple experience chart. Construction of pupil-made books.

If: the child is easily frustrated and requires close adult supervision to carry out construction of the book

Then:
- allow child to engage in a related activity, e.g., independently looking at books, or drawing, until you or your educational assistant can

work with the child on an individual basis.

- use task analysis to present activity in sequential steps.
- anticipate which particular step the child might find difficult to do. Then, modify the activity.

Snack Time

If: the child has difficulty in taking turns

Then:
- model turn-taking behavior.
- limit waiting time.
- praise the child for waiting.

Story Time/Discussion

Discussion about story and sequence of events in story. Evaluation of day's activities. Drawing pictures illustrating the day's activities.

If: the child has a short attention span for group discussion time, but is able to engage in independent work

Then: after the story is read, allow child to engage independently in a related activity, e.g., drawing pictures based on the story, working with sequence picture puzzles, pasting pictures from a magazine.

Prepare for Dismissal

If: the child lacks self-help skills, but responds well to peer interactions

Then: set up a rotating buddy system, where the child is assisted by a classmate in buttoning, zipping, or snapping an outer garment.

When the child does not benefit from all the alternative strategies and the difficulties persist, the teacher should consider whether the child may have a disability that is interfering with educational performance and review the results of the Chapter 53 screenings. Refer to "The Chapter 53 Screening Program," on page 145 of this guide. **The most important decision a teacher can make about a young child is the decision to refer.** Since a referral leads to evaluation for special education, the teacher must be *sure* that the child's difficulties are not part of normal development, which can be handled in the grade one classroom with some modification of the curriculum. Before a referral is made, the teacher should consult with the principal and/or immediate supervisor to discuss every resource that can be used to support the child in general education. If the teacher suspects the child has a disabling condition, a referral can be made to the Committee on Special Education (CSE) according to established procedures. Once a referral is made and parental consent for evaluation is obtained, the child will be evaluated by the School-Based Support Team (SBST).

While awaiting the evaluation, the teacher continues instruction, making adaptations where appropriate and documenting any changes in the child's behavior. These notations will be vital to the process of identifying the most appropriate classroom setting for each child's individual needs.

FINGERPLAYS

Con Las Manos/With the Hands

(Spanish)

Con las manos
Aplaudo, aplaudo, aplaudo
(Clap hands three times)
Y ahora las pongo
En mi regazo
(Fold hands in lap)
With my hands
I clap, clap, clap
(Clap hands three times)
And now I lay them
In my lap
(Fold hands in lap)

Transition

Changing from one activity to another, or moving from one area of the room or building to another, can be difficult for young children. Fingerplays and songs provide direction and order for such activities in a positive fashion.

Where, Oh, Where Are All the Children

(Sung to the tune of the "Paw-Paw Patch")

Where, oh, where are Tanya and Roberto?
Where, oh, where are Gilda and Kim?
Where, oh, where are Lamar and Nancy?
Coming to meet me over here!

I see Samantha, she is coming.
I see Anthony, he is coming.
I see Lorraine, she is coming.
Coming to hear a story now.

Children rise one by one from their seats to meet their teacher in an area of the room where they will be seated on the floor to hear a story.

A walking song can help children walk on a line with partners through the school building. The teacher's singing directions softly, alone or with the children, maintains children's attention and cooperation and is far more desirable than saying "Stay in line," "No talking," "Stand up straight."

Walking Song

(Original Song: "Let's Go Walking, Walking, Walking")

Let's go walking through the hall.
Everybody's walking tall now, quietly.
Everybody's walking through the hall.

Variations:

Everybody's walking to the bathroom.
Everybody's walking to the library.
Everybody's walking to the gym.

Reinforcing Concepts

Concepts introduced at activity time can be internalized when there are frequent opportunities for reinforcement. One excellent method of reinforcing a variety of concepts is through the use of fingerplays and songs. A fingerplay that may be used for this purpose is:

Up to the Ceiling

Up to the ceiling,
(Raise both hands up toward the ceiling.)
Down to the floor.
(Lower both hands down toward the floor.)
Left to the window
Right to the door.
(Raise each arm as you say it.)
This is my right hand,
Raise it high.
This is my left hand,
Reach for the sky.
Right hand, left hand,
Twirl them around.
(Twirl hands in circular motion in front of you).
Left hand, right hand,
Pound, pound, pound.
(Make fists and hold one fist over the other and pound like a hammer.)

Some children entering first grade may be hesitant to speak as individuals in a large group situation.

Fingerplays provide opportunities for every child to join in group recitals and hand movements anonymously. As children recite familiar fingerplays on a daily basis, confidence grows along with language facility.

The Eency, Weency Spider

The eency, weency spider went up the water spout.
(Fingers together — climbing thumb to finger.)
Down came the rain and washed the spider out.
(Spread fingers lifted then falling.)
Out came the sun and dried up all the rain,
(Big circle with arms rising from waist.)
And the eency, weency spider went up the spout again.
(Repeat climbing action.)

I Wiggle My Fingers

I wiggle my fingers.
I wiggle my toes.
I wiggle my shoulders.
I wiggle my nose.
Now all the wiggles are out of me,
And I can sit so quietly.

Clap Your Hands Together

Clap, clap, clap your hands,
Clap your hands together.
Clap, clap, clap your hands,
Clap your hands together.

Shake, shake, shake your hands,
Shake your hands together. (etc.)

Roll, roll, roll your hands, (etc.)

Rub, rub, rub your hands, (etc.)

Wave, wave, wave good-bye,
Wave good-bye together.
Wave, wave, wave good-bye,
Wave good-bye together.

Certain fingerplays require children to recall events in sequence. Among these are:

Five Little Pumpkins Sitting on a Gate

Five little pumpkins sitting on a gate,
(Five fingers extended, one for each pumpkin.)
The first one said, "Oh my it's getting late."
(Wiggle thumb.)
The second one said, "There are witches in the air."
(Wiggle index finger.)
The third one said, "Oh we don't care."
(Wiggle middle finger.)
The fourth one said, "Let's run, let's run."
(Wiggle fourth finger.)
The fifth one said, "We're ready for some fun."
(Wiggle pinky.)
Oooooo went the wind, and out went the lights,
And the five little pumpkins ran out of sight
(Wiggle five fingers in "running away" fashion, hiding behind back.)

Variation:
Five Children Sitting on Five Chairs

Number one looks at watch.
Number two points to the air.
Number three says "Oh, we don't care."
Number four makes a running motion.
Number five rubs hands in anticipation.

(At the last part, all five children run and hide behind their chairs.)

Jenny or Johnny*

Jenny works with one hammer,
(Pretend to hammer with one foot)
one hammer, one hammer
Jenny works with one hammer,
Then she works with two.
(Hold out 2 fists)
Jenny works with two hammers
(Hammer with 2 fists)
two hammers, two hammers
Jenny works with two hammers
Then she works with three.
(Hold out 2 fists, 1 foot)
Jenny works with three hammers
(Hammer with 2 fists, 1 foot)
three hammers, three hammers
Jenny works with three hammers

Then she works with four
(Hold out 2 fists, 2 feet)
Jenny works with four hammers
(Hammer with 2 fists, 2 feet)
four hammers, four hammers
Jenny works with four hammers
Then she works with five.
(Hold out 2 fists, 2 feet, head)
Jenny works with five hammers
(Hammer with 2 fists, 2 feet, head)
five hammers, five hammers,
Jenny works with five hammers
Then she goes to sleep.
(Close eyes, rest head on hands and place at side of face.)

The teacher of the multicultural first grade can include fingerplays from other nations to celebrate and share diversity in the classroom.

Tortillas

(This is a hand-clapping fingerplay.)

Tortillas, tortillas,
Tortillas for my mother.
Tortillas, tortillas,
Tortillas for my father
Tortillas, tortillas,
Tortillas for my brother.
Tortillas, tortillas,
Tortillas for me!

This is how children play the game in Mexico:

Tortillas, tortillas,
Tortillas para mama.
Tortillas, tortillas,
Tortillas para papa.
Tortillas, tortillas
Tortillas para hermano
Tortillas, tortillas
Tortillas para mi!

In Japan, children listen to the words of this fingerplay and point to each part of their face with both hands:

Nose, Nose, Nose, Mouth

Nose, nose, nose, mouth;
Mouth, mouth, mouth, ears;
Ears, ears, ears, eyes.

(Repeat once.)

This is how children say it in Japan:

Hana, hana, hana, kuchi;
Kuchi, kuchi, kuchi, mimi;
Mimi, mimi, mimi, me.

(Repeat once.)

Kye Kye Kule (Chay Chay Koo-lay)

This is a singing game that children play in Ghana. The children sing and act out what the song tells them to do. At the conclusion of the song the children jump up and clap their hands.

Teacher:	Hands on your head!
Children:	Hands on your head!
Teacher:	Hands on your shoulders!
Children:	Hands on your shoulders!
Teacher:	Hands on your waist!
Children:	Hands on your waist!
Teacher:	Hands on your knees!
Children:	Hands on you knees!
Teacher:	Hands on your ankles!
Children:	Hands on your ankles!
Teacher:	Hands on your ankles. HEY! Now let's try it a little faster.

(Repeat song)

* From: Mary Miller and Paula Zajan, *Finger Play: Songs for Little Fingers* (New York: G. Schirmer, 1955), p. 1. Permission pending

This is how children sing the song in Ghana:

Teacher:	Chay chay koo-lay.
Children:	Chay chay koo-lay.
Teacher:	Chay chay koe-fee sna.
Children:	Chay chay koe-fee sna.
Teacher:	Koe-fee sa lahn-ga.
Children:	Koe-fee sa lahn-ga.
Teacher:	Kay-tay chee lahn-ga.
Children:	Kay-tay chee lahn-ga.
Teacher:	Koom a dyan-day.
Children:	Koom a dyan-day.
Teacher:	Koom a dyan-day. HEY!

In the Ring

(Adapted from a singing game children play in the West Indies.)

Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
He looks like a sugar and a plum, plum,
plum
Show me a motion, Show me a motion.

(Repeat verse as children perform the motion demonstrated by the child in the ring)

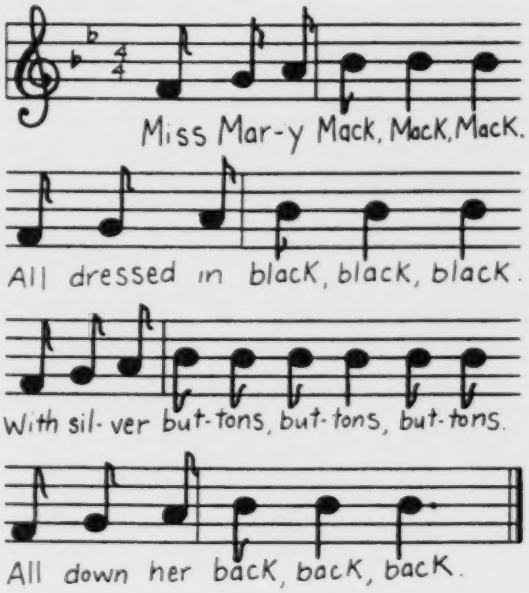
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
He looks like a sugar and a plum, plum,
plum
Plum, plum!

Oral language may be used to encourage various body movements. Children respond individually or together as they sing these chants.

Rope Rhyme*

Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to that clappedy-slappedy sound
Jump right up when it tells you to
Come back down whatever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about
Get set, ready now
jump
right
out!

Miss Mary Mack



She asked her mother, mother, mother
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Go jump the fence, fence, fence.

She jumped so high, high high
That she reached the sky, sky, sky,
And she never came back, back, back,
Till the fourth of July, ly, ly.

*From *Honey, I Love*, by Eloise Greenfield

EMERGENT WRITING

> Children want to write. They want to write the first day they attend school. This is no accident. Before they went to school they marked up walls, pavements, newspapers with crayons, chalk, pens or pencils ... anything that makes a mark. The child's marks say, "I am."
>
> — Donald H. Graves, *Writing: Teachers & Children at Work*

In the literacy-rich classroom, children can express their dreams, hopes and cares in another voice and medium. As teachers observe children at work putting their thoughts down on paper, they gain insight into the cognitive process and literacy development of the youngsters.

The emphasis in writing has moved away from copying appropriate letter forms, and toward stimulating children to use their knowledge and skills to become literate members of society. The teacher's role is to provide an environment full of writing and related language experiences that nurture this emergent form of expression.

Inviting children to write is a key activity for emergent literacy in the first grade classroom. Writing is developmental. As they play with letters, sounds, words and sentences children are attempting to express and extend their thoughts and ideas.

First grade teachers may promote early literacy by inviting children to:

- write their names and the names of other children
- dictate sentences to others to write for them
- write picture or rebus stories
- contribute ideas to language experience stories
- write during play
- create class or group books
- write captions for artwork
- compose original poems
- write stories about themselves
- respond in writing to stories they have read/heard
- use an expository style—write to tell about a science/social studies topic
- make entries in daily journals
- record experiments in learning logs
- communicate with pen-pals and others in letter form
- create original shape books, accordion books, or pop-up books
- create a photo essay

In the literacy-rich environment, teachers understand and encourage children to move forward in developmentally appropriate ways. Written language becomes part of all the activities that occur in the classroom. Writing provides the foundation upon which children build early skills such as the ability to monitor their own reading and writing, to comprehend letter/sound relationships, and to construct meaning from print.

STARTING OFF

Many children come to school with some understanding of sound-symbol relationships, more often children's first writings will be pictures and drawings.

Writing can begin on the very first day of school, when you encourage children to use paper and pencil. To get started, children and teachers need to develop routines governing the use of writing materials. Materials should be accessible, and the children should be able to use them independently. Scissors should be available so children can revise and edit their work. There should be various kinds of paper and materials such as markers, blank books, computer paper, note pads, and clipboards for children to work with. Work in progress can be placed in a file folder, manila envelope,

bag, shoe box, or on a clothesline. After being displayed, completed work or work to be completed at a later date can be kept in individual story folders that are saved in order to assess the developmental stages of writing that have been achieved.

Teachers and children can brainstorm different topics about which to write. The teacher may list the ideas on an experience chart to be left in the writing center at all times. Additional items can be added to the list as themes are explored and the school year progresses.

INVENTED SPELLING

As children write, they display the linguistic principles they are exploring. Beginning first graders do not have many words in their visual memory and they therefore invent other writing strategies. Their choice of letters is not always correct, but it is logical. Some children will look at the alphabet chart, while others refer to picture dictionaries. Most children will try to sound out words.

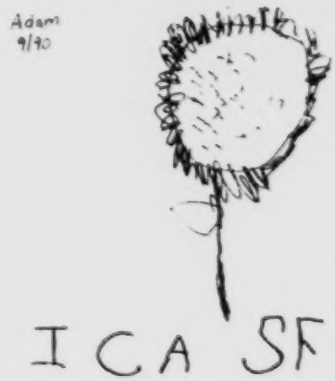
Children's use of linguistic strategies should be celebrated as early indications of literary skills. The natural progression of commonly used spellings found in the writing of youngsters includes:

- matching the sound of a letter's name to the sound the child is trying to represent (C=See).
- having the names of letters take the place of whole words (U R Mi Frd = You are my friend).
- relying heavily on initial consonant sounds (P B = peanut butter).
- relying on initial and final consonant sounds (K K = cake).
- sounding out words first, stretching them out to include the medial consonant sounds (K P T R = computer).
- relying on vowel sounds that are heard (WAT = what).
- using visual images rather than sounding out; remembering the letters in the word but not the sequence (DGO = dog).
- invented spelling (phonetic).
- conventional orthography (mom or dad).

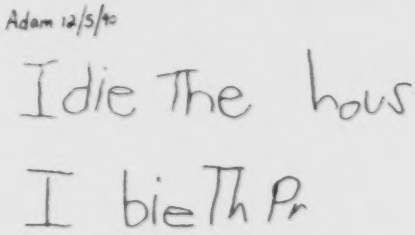
With exposure to and experience with many kinds of literature, first graders eventually begin to learn other writing conventions: where words belong on the page (left to right progression), spacing between words, use of oversized print for emphasis, capitalization, etc. Soon they learn how to use exclamation points and quotation marks, and their use is adopted by other children.

The issue of correcting spelling errors is controversial. If concern for spelling competes with concern for content, children will continually have to stop themselves in their writing, and they will lose track of what they want to say. It is much better to encourage children to become confident writers who value the expression of ideas rather than to cause them to feel threatened about spelling incorrectly. Children can learn to edit their stories when they are done; corrections and publication can be considered at another time.

During the writing process, Adam drew a sunflower and wrote: "I See A Sunflower."



After building with the blocks, Adam chose to write "I did the house. I did the park."



During the writing process, Adam looked through magazines and chose to cut out and paste a picture of a dog. Then he proceeded to write about his black and white dog named Buttons.

Adam
3/6/91

I Like The dag.
He is good to Me
and He is the dag
I Love The dogs name
is BTTNS
BTTNS is Blak and wIT

THE TEACHER'S ROLE IN THE WRITING PROCESS

Classroom activities build upon and encourage children's emergent writing and the reading that takes place during writing. In order for teaching activities to be developmentally appropriate, teachers may begin by encouraging children to read and write freely without formal instruction. Children's use of various forms of writing will be uneven and sporadic. They often use various forms of writing (drawing, letter strings, invented spelling, conventional orthography), depending on the nature of the task at hand. One form may be used for several weeks, abandoned, and then used again. Good classroom instruction will encourage children to move on in their development rather than pushing or pressuring them. The first grade teacher can accomplish this by:

- demonstrating a love of writing.
- keeping ongoing records of children's written work.
- having brief conferences with each child on work-in-progress.
- encouraging children to review and edit their stories.
- encouraging children to use a variety of media.
- giving writing lessons using the children's writing samples.
- providing time for children to share their stories with the class.
- using individual journals or work folders.
- taking dictation.
- helping children publish completed work.

STORY WRITING

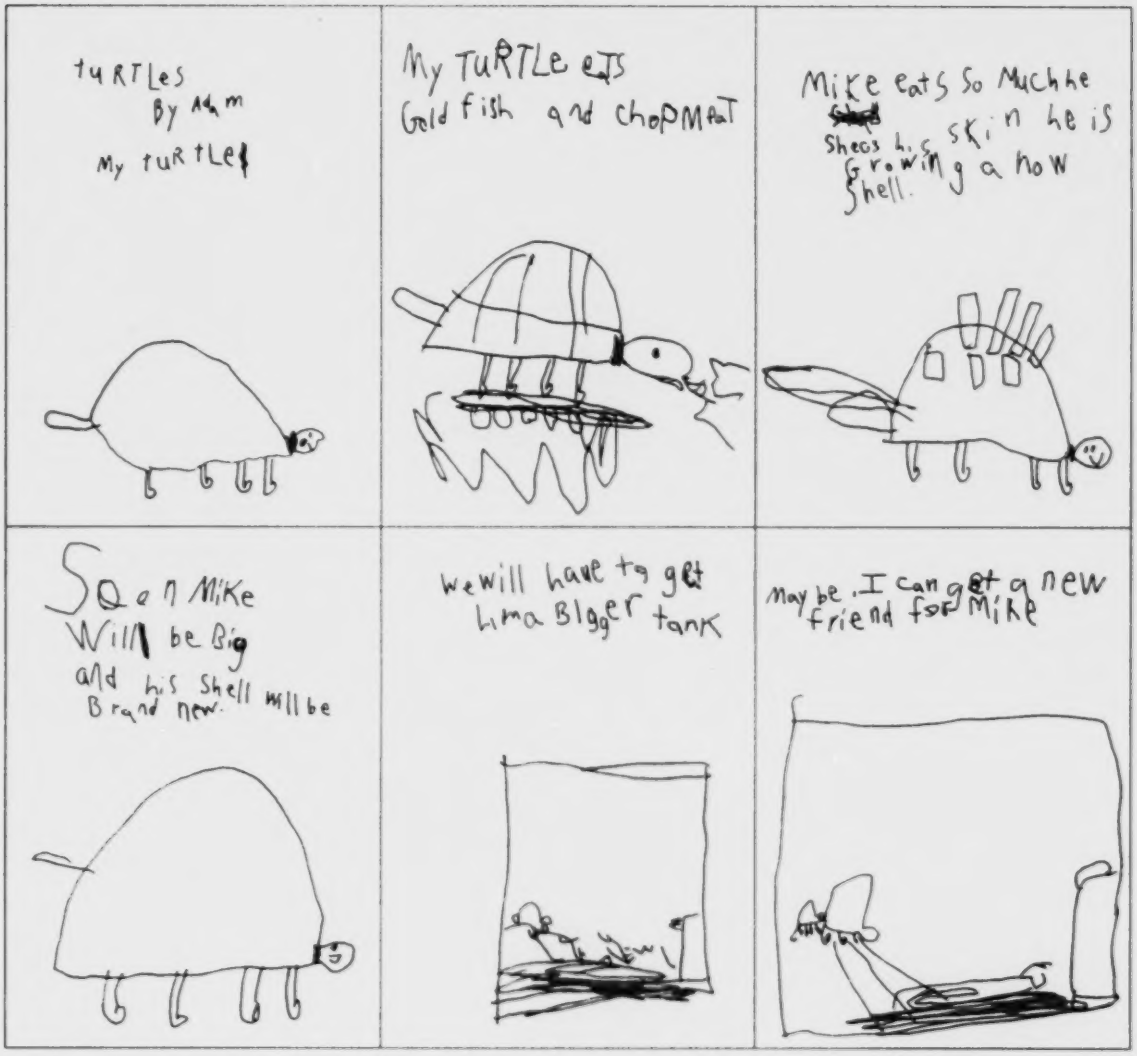
When children are invited to write their own stories using many forms, from scribble to conventional spelling, they often compose texts that have many aesthetic qualities. When they reread their texts to others we can hear rhythm, rhyme, repetition, and emotion. They focus on meaning and content more than on handwriting and graphics. Often they repeat the same composition over and over again. Writing and reading occur throughout the entire day and are woven into all activities.

The first grade teacher can invite a child to write by stating: "Write me a story about something exciting that happened to you"; or "Write a letter to a person who takes care of you at home." Children may then be asked to read what they have written.

Writing should be done daily and should be followed up with related activities. Children can share their stories with the teacher or in groups with the other children. Children like to see their work displayed, but they also like to take it home. As the year progresses, teachers can vary what children do with their work, but they should always honor it in some way. Some teachers keep writing folders, others "publish" some pieces, and others display writing on bulletin boards.

BOOK CONSTRUCTION

Construction of books can be an interesting and exciting activity. Blank books can be purchased or made with available materials. Children can work individually or in pairs in



developing ideas for stories, drawing pictures, writing text, taping pages together, and developing story structures. Characters and story lines may constantly change until the final version is completed. The children can work on a book for days, embellishing it, changing it, or rereading it. Children can even bind and choose covers for their own books. When children are satisfied that their book is complete, they can present it to the class or a group. This rewards them for their work and clarifies why writing is important.

Teachers can expand storybook time to include child-authored as well as adult-authored books. Pockets for sign-out cards can be placed in books for children who wish to borrow them.

There are many ways for children to publish and there are different forms of publication. Books in different sizes and shapes can be made out of pre-cut paper and cardboard or can be pre-assembled and used if desired. Cumulative books can be based on a particular theme of interest in the classroom. A class yearbook may include contributions of each child in the class. Sometimes two children will work on a book together.

Letter Writing

In literacy-rich environments the children can write to others in their own way. A classroom post office can be set up and stock phrases and formats posted so that children can write letters, notes, or greeting cards to one another. Letter writing can be a major part of literacy development because children are writing to real people.

Pen-pal letter writing is another form of communication with others. Children can have pen-pals within the classroom, in other classrooms in the same school, or with different schools. Teachers can work cooperatively in setting up a writing schedule.

Invitations to special events can be created and sent out to invite guests to the classroom. The invited persons could listen to readings of original or published storybooks. In this manner, teachers can engage children to take an active part in the writing process.

Language Experience and Dictation

There are several techniques for using dictation. Sometimes dictation is an outgrowth of emergent writing. Teachers can write down what the children say as they read their pieces. Children can also be asked to dictate, as in the traditional language experience approach. Teachers, following this approach, use dictation as another form of writing. Dictation is used to record a group activity or as the culmination of a unit, theme, or shared reading experience. In this way, children get to read what they have said and to attend to print.

Language Experience Chart Generated During Unit on Five Senses

Popcorn, Popcorn
In the bag — soft, slow sound.
On the fire — hard, fast sound.
On the fire — popping, popping, popping.
In the mouth — crunchy, crunchy sound.
Popcorn, Popcorn

Language experience charts can also be expository and contain informational writing.

Name Writing

Writing their own name is an important way for children to show ownership of their work. Teachers should encourage the children to write their own names on their belongings and on their work. If name writing is allowed to develop in this manner, rather than with name cards taped to desks and dittos used for tracing, most children will be able to write all or part of their names correctly by the end of the year.

Teachers will notice that children not only write their own names, but also read and write the names of other children. This information can be used by children for purposeful reading and writing, such as addressing greeting cards, writing to pen-pals, and writing in diaries. It is also useful in the library center to identify who checked out a book.

Handwriting

In a literacy-rich environment, handwriting skills will emerge naturally. Tracing letters and handwriting drills are not essential because letter formation emerges while children write. Handwriting instruction can be introduced as a special unit—after children are proficient in writing on their own—to help with any problems or to encourage better letter formation.

Some children will need instruction in penmanship. Small group lessons suited to individual needs can take place either at the chalkboard or at tables. Alphabet charts should be visible at the child's eye level. Models of standardized print should be displayed around the room in the form of charts, graphs, labels, and questions. Sample manuscript alphabets can be duplicated for children to take home as a source of reference. The more opportunities children have for writing (not just copying), the more adept they will become.

READING AND INTERACTING WITH PRINT

The early childhood literacy program must adopt as its foundation a variety of meaningful reading and writing activities. The first grade classroom can be set up to provide these kinds of experiences by using the library, listening, and writing centers; reading daily to children; providing pictures and environmental print; reading trade books; having children take dictation and write stories; and providing directed reading activities.

The focus should be on encouraging children to "be readers" rather than on "teaching them to read." Reading should be an integral part of the overall curriculum instead of in isolated areas of instruction. Teachers need to generate situations that enable children to use and apply reading in a variety of ways.

First graders can begin to read successfully when presented with a diversity of approaches geared to each child's learning style and needs. These approaches include:

- reading to children.
- "picture reading."
- encouraging children to share their reading experiences.
- using trade books in reading activities.
- using basal readers creatively.

THE READING-WRITING CONNECTION

Teachers engage children in many activities involving both reading and writing. When children are engaged in writing tasks, they are always reading. They reread their stories and compositions seeking to derive meaning from their written words and stopping to "fix" and "edit" their own pieces of writing. This gives children opportunities to develop phonic and syntactic awareness as they use inventive spelling and form sentences with punctuation marks.

In order to stimulate children's beginning writing and to create an interactive literacy program, teachers need to be aware of the place of literature in the first grade classroom. When young children are exposed to quality books, they begin to appreciate the beauty of language, which in turn helps them to write.

READING TO CHILDREN

Reading aloud to young children is a simple and natural way to help them develop concepts about written and oral language. Research has shown that early readers are those children who have been read to on a regular basis, and have been exposed to a wide variety of print. The teacher can begin reading aloud to children on the very first day of school.

When teachers, classroom paraprofessionals, other adults, or older children read aloud to first graders, the children are stimulated by the richness of the spoken word to develop their own listening and speaking skills. Their desire to share their experiences increases as the literature relates to their own personal world, creates deeper understandings, and expands upon their backgrounds of knowledge.

The following will prove helpful to those planning to read to six-year-olds:

- Select storybooks with large and colorful pictures.
- Select stories related to the children's interests and backgrounds.
- Select stories that build and expand the children's level of comprehension.
- Select stories that are developmentally appropriate.
- Select stories with action and repetitive language.
- Select stories you like.
- Select stories with rich and varied language.
- Read the story before presenting it to the children.
- Practice reading the story aloud with variations of tone and stress.

Remember to gather children close by in the story time area before beginning to read. When reading to the children:

- Show the title and names of the author and illustrator.
- Provide a brief introduction to the story.
- Relate the story to the children's own experiences.
- Show the illustrations by turning the pages to face the children. Allow adequate time for the children to look at the pictures.
- Encourage children's questions and responses.
- As the story is read, pause to ask children to make predictions.
- At the conclusion of the story, ask children to think of alternative solutions to the story problem or different story endings.
- Help children to relate their favorite characters or parts of the story.
- Encourage the children to discuss and retell the story. The retold version can be written on chart paper and then illustrated by the children.

After the book has been read, it may be placed in the Literacy Center where the children can "reread" it or look at the pictures. The books may also be displayed in appropriate learning centers. (A counting book might be placed in the Mathematics Center. A book about trucks could be displayed near the Block Center.)

Children may also respond to stories by using a wide selection of materials such as crayons, paint, puppets, costumes, masks, tape recorders, blank books, or collage trays.

Children like to hear their favorite stories over and over again. Repetition helps them:

- focus on different aspects of the story.
- become more familiar with story events.
- identify with storybook characters.
- predict what will come next.
- talk about the stories.
- gain better understanding of story parts.
- put story events in order.
- increase their range of responses.
- assimilate new vocabulary.
- make connections between the story and their own experiences.

Teachers who read stories to young children stimulate early literacy, give children a "sense of story," and help them develop an appreciation for reading. Children become literate as they enjoy books, retell the stories, and "reread" their favorites.

Picture Reading

There are several ways to introduce young children to story structure. Picture reading provides a strong foundation for the development of visual literacy. Pictures are fruitful sources of new ideas and experiences and are helpful in developing vocabulary and concepts. Children can analyze and interpret the illustrations, look for details and anticipate the action. Children interpret pictures by:

- discussing the details and events shown.
- creating a story suggested by the picture.

Picture files and storybooks are good materials for picture reading. Wordless books and big books, simply and colorfully drawn, can stimulate originality in young children's storytelling. In order to assist first graders in picture interpretation, the following sequence can be used:

- display a large picture suitable for interpretation.
- model picture reading for the children.
- ask children to retell the story.
- probe for:
  - — additions to the story.
  - — where the story might have taken place.
  - — reasons for the behavior of the characters.
  - — possible solutions to the story problem.

Display another picture:

- ask the children to read the picture.
- write their story on the chalkboard.
- ask the probing questions above.
- have volunteers retell the story in their own words.
- have children illustrate the class story, or make individual story booklets.

Reading with Trade Books

Reading with trade books is an important part of emergent literacy in the first grade multicultural classroom. Trade books help to meet the common needs of the entire class, as well as the individual needs of each child without the limitations imposed by basal reading programs. They invite young readers to select their own reading materials based upon their interests and levels of reading ability.

Trade books help to enrich and expand upon all areas of the curriculum. A good individualized reading program seeks to incorporate a diversity of books that can help children to think about attitudes and values as they are exposed to writings about different ethnic, racial, and linguistic cultural groups.

The Literacy Center

The Literacy Center is an essential part of the first grade program. The center should contain a large selection of books (at least three books for each child) in addition to children's magazines, weekly newspapers, and comics. It is important to include pictionaries, beginning dictionaries, word lists, and concept books related to the content area curriculum. If possible, a simple encyclopedia may be placed in the library area. For beginning readers, cassettes and accompanying books are welcome additions.

Reading materials may be obtained from the school library, book clubs, PTA funds, home collections, or specially funded programs. Big books, small books, nonfiction books, picture books, alphabet books, wordless books, read-alongs, paperbacks, and books of every genre contribute to the excitement of the program.

Books can be categorized and arranged on the library shelves with colored stickers to help children return the books to their proper places. Monitors may be assigned to keep the library in order as children gain familiarity with the books and the organizing procedures.

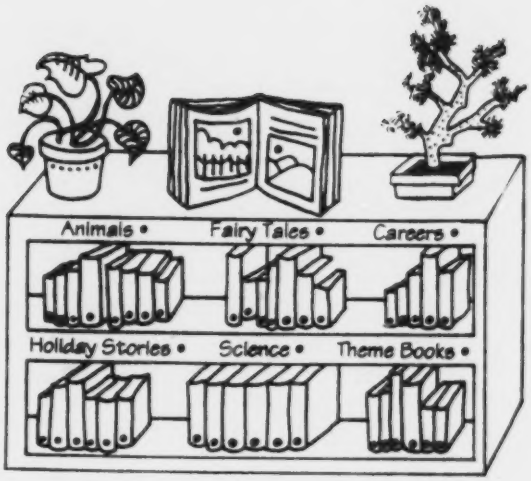


Chart for the Library Corner

Books in our library are arranged by category. Each category has a different color.

Poetry	Yellow
Folk and Fairy Tales	Blue
Animal Stories	Red
Wordless Books	Green
Concept Books	Orange
Holiday Stories	Purple
Alphabet Books	Brown
Theme Storybooks	Pink
Informational Books	White
Audiovisual Materials	Black

Please return your book to its right place.

Management

Establishing routines and keeping records of children's progress are components of reading with trade books. Planning includes teaching children how to:

- select books to read.
- return the books to the shelves.
- work independently.
- read with a partner.
- seek help.
- use the materials in the Literacy Center.
- operate the tape recorder.
- sign up for a conference with the teacher.
- set up and use the reading log.
- practice a skill.
- change activities quietly.

Book Selection

How do we help children select books that they will enjoy, be able to read independently, and find interesting? This may be done in a variety of ways. One way is for the teacher to model the selection process:

Teacher Says	Teacher Does
"Children, I'm going to show you one way to select a book."	
"I would like to read a book about animals. I will look at some book covers in the animal section of our library. I will read the titles of the books."	*Takes a few books from library shelf and examines the titles and cover illustrations. Selects a book.*
"I think I like this book. Let me look at some pictures on the pages of the book."	*Shows a few illustrations to the class and comments on each as pages are turned.*
"Now I will try to read one of the pages."	*Reads a page aloud making two obvious errors or omissions.*
"I missed only two words on this page and I like the pictures of the elephants and the monkeys. I think I'll read this book."	*Replaces other books on the library shelf. Calls upon a volunteer to model the selection process.*

The teacher and children may develop a chart to serve as a guide for selecting books. The following chart may be placed in the Literacy Center.

How To Choose A Book

1. Read the title and the author.
2. Look at the pictures on the cover.
3. Look at some of the pictures in the book.
4. Read a page of the book.
5. Can you read it easily?
6. Do you think you will enjoy it?

To spark children's interest in books, the teacher can preselect a variety of books and briefly introduce each one to the class by presenting a brief summary of the contents and displaying a few of the pictures.

Another way to motivate children to choose books they will enjoy is for teachers to model oral reading. This presents opportunities for teachers to acquaint children with a variety of literary genres, books by different authors, poetry, and concept books that contain stories and information of interest to the children. After the books are read, they may be placed on display in the Literacy Center for easy selection by the youngsters.

The Reading Log

An important part of reading with trade books is the reading log. The log helps children keep a record of what they have read, learn new vocabulary, and respond to literature in writing.

Sample Reading Log

My Name _____ Date _____

Book Title _____

Author's Name _____

Type of Book _____

New Words I Learned From This Book:

_____ _____

_____ _____

_____ _____

The Book Was About:

_____

_____

_____

_____

My Favorite Picture Was:

_____

_____

_____

The Best Part of the Book Was:

_____

_____

_____

I Liked This Book Because:

_____

_____

_____

Teachers may wish to wait until children can read and write proficiently before beginning to use reading logs. The reading log is divided into two sections. The second half of the notebook becomes a personal dictionary with pages lettered Aa to Zz. As each interesting word appears on the log page, it is written in the dictionary section under the proper letter. Subsequently, sentences may be written under each word on the dictionary pages. Pages of the log may be illustrated with scenes from the story or pictures of story characters. As the term progresses, children may undertake special activities in response to the books read, such as making dioramas, sequence booklets, pop-up books, story strips, or creating mobiles.

The following chart may help the children to make entries in their reading logs:

READING LOG GUIDE

1. What was the book about?
2. Who were the characters in the story?
3. Where did the story take place?
4. What was the story problem?
5. How was the problem solved?
6. What did you learn from reading the book?
7. Did you enjoy the book?

Children need to be taught the skill of using their reading logs many times before they are expected to make entries independently. Eventually, they will be able to recognize story structure, and write their responses in complete sentences.

THE READING PERIOD

The independent reading period may be planned in the following way:

Who	What	How Long
PLANNING TIME		
Teacher and Children	Group/ Individual Planning	5-10 minutes
WORK TIME		
Children	Select books Read Make log entries Work on activities Practice skills	30 minutes
Teacher	Observes Assists individuals Conferences Works with small groups	
SHARING TIME		
Children	Share or report Read selections to class Discuss books Display completed work	10 minutes
Teacher	Acts as facilitator Listens Asks questions Suggests further activities	

CONFERENCES

Conferences help teachers to develop a supportive relationship with each child. Plan to spend half of the reading period conferring. Each conference should last from six to ten minutes. The rest of the time can be used for observing and assisting individual children.

A conference does not have to be held each time a child reads a book. For example, you can confer on one book out of three. Children need to be taught how to prepare for a conference. They might follow this sequence:

1. Choose a book you like and read it.
2. Be ready to answer questions about the story.
3. Select a part to read aloud.
4. Read it to yourself at least twice.
5. Write your name on the conference list.

The teacher uses the conference to find out:

1. The child's interest in the story.
2. The child's grasp of the meaning.
3. The child's decoding skills.
4. The child's ability to respond to questions about the book.

A conference is used to diagnose, teach, evaluate, listen, share and plan with each child. The teacher can give a mini-lesson, or help the child gain a deeper understanding of the story. The teacher can keep records of each child's performance in a notebook or on index cards noting the books read and the child's strengths and weaknesses. At conference time, the teacher may suggest a special project, or assign a skill task for practice.

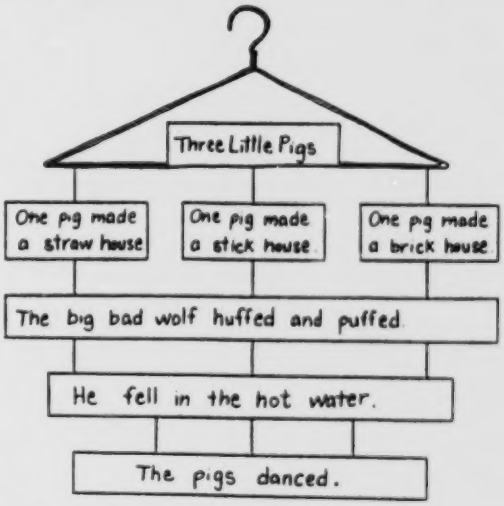
Sample Index Card Record

Child's Name				
Date	**Book/Author**	**Strengths**	**Needed**	**Follow-up Activity**
10/12	Clifford/ Bridwell	Good comprehen-sion	Short Vowels	Paperbag Dog Puppet
10/24	Big or Little? Kathy Stinson	Sense of opposites	Sight Vocabulary	Self-portrait

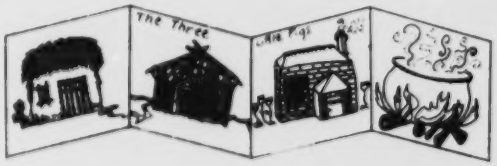
SHARING

Children can share books by displaying art projects, making puppets, retelling a story in sequence, reading favorite parts to the class, making a story map or mobile, or writing letters to the author. As children grow more adept in the program, further sharing activities can be introduced.

Story Mobile



Picture Sequence Strip



CHECKLIST FOR A PRINT-RICH ENVIRONMENT

Names of children are printed carefully and correctly on:

- ☐ Cubbies
- ☐ Attendance chart
- ☐ Job chart
- ☐ Work choice chart
- ☐ Birthday calendar/chart
- ☐ Placemats or name cards for snack time/lunch

Dictation by children (signs, captions, stories, directions, messages) is placed on or near:

- ☐ Art work ("That's me and my brother at the park." — Ebony)
- ☐ Block Buildings ("Don't knock it down." — Malik)
- ☐ Photographs ("That's the zoo. I was looking at the zebra." — Sara)
- ☐ Discovery/Science Table ("My shells from Puerto Rico where my *abuelo* lives." — Lisa)
- ☐ Interest areas ("I want to paint tomorrow." — Gianni)

Labels designate where classroom materials belong. (Words should be accompanied by pictures, outlines, or silhouettes representing the objects.) These labels appear on:

- ☐ Shelves
- ☐ Containers
- ☐ Walls/pegboards

Teacher-Made Materials include:

- ☐ Daily schedule
- ☐ Weekly calendar
- ☐ Class rules
- ☐ Experience charts
- ☐ Recipe charts
- ☐ Reminders (for example, "We need more tape," "Next week Frank's mother will help us bake bread.")
- ☐ Notes to parents
- ☐ Words to favorite songs, poems, rhymes, riddles
- ☐ Signs for art displays
- ☐ Signs for materials displayed, such as "Dana's Rock Collection," "Which is your favorite?"
- ☐ Interest area signs and instructions
- ☐ News of the day ("Kelly has a new baby brother.")
- ☐ Directions for activities
- ☐ Personal messages

Reference Charts (letters, words, numerals, colors with appropriate pictures or symbols) include:

- ☐ Name chart
- ☐ Alphabet chart
- ☐ Color word chart
- ☐ Charts for the days of the week, months, seasons
- ☐ Weather chart

The Classroom Library includes:

- ☐ Trade books (a variety, including picture books — some with simple texts for beginning readers, ABC books, children's magazines, appropriate reference materials)
- ☐ Books dictated or written by children
- ☐ Teacher-made books with texts composed by the teacher or dictated by children (for example, photographs of children in school or magazine pictures of animals or people doing things)

Print Material in interest areas includes:

- ☐ Science or Discovery Table: reference and story books on themes such as seashore, plants, animals, magnets, shells, rocks
- ☐ Block Area: books, magazine pictures of construction work, machines, vehicles, different kinds of buildings
- ☐ Math Center: number and counting books
- ☐ Writing Center: books by children, commercial print materials, "story starters" (for example, pictures or photographs, some with questions or titles printed by teacher), and collections of words requested by children
- ☐ Computer Center: varied software

Lists are displayed around the classroom. Examples of lists include:

- ☐ "What We Saw at the Firehouse"
- ☐ "Living Things in the Neighborhood"
- ☐ "Songs We Know"
- ☐ "Our Favorite Stories"
- ☐ "Books We Have Read"

Writing Center materials that will stimulate children to create their own stories, messages, letters, notes, captions, include:

- ☐ Assortment of lined and unlined paper
- ☐ Chalkboard/slates
- ☐ Pencils
- ☐ Markers
- ☐ Crayons
- ☐ Chalk
- ☐ Glue/paste
- ☐ Staplers
- ☐ Scissors
- ☐ Stencils
- ☐ Color forms
- ☐ Plastic or wood letters
- ☐ Alphabet chart
- ☐ Word cards

LEARNING TO READ THROUGH THE ARTS

There are many ways to stimulate young children's emergent literacy. One of these approaches is learning to read through the arts. When first graders engage in play and creative activities, language becomes a natural component of the literacy-rich, whole-language classroom. The arts tap children's curiosity and imagination. Teachers can use this curiosity as they design activities that capitalize on the talents of each child.

Learning to read through the arts integrates aesthetic, cognitive, and affective skills. Aesthetically, first graders can express themselves in a variety of experiences using oral and written language:

- Engaging in creative dramatics.
- Role playing original stories.
- Making puppets and writing skits.
- Choreographing dance and movement to music.
- Dictating sentences about art in various media.
- Singing songs from words on charts.
- Labeling and writing about original sculpture.
- Creating original poems.
- Making masks, evoking moods, and telling feelings.
- Retelling familiar stories through pantomime.
- Making a mural with words and pictures.
- Illustrating and publishing original books.

The cultural resources of New York City provide many opportunities for children to find out about the arts. Teachers can plan trips to museums, dance recitals, poetry readings, theater performances and puppet shows to give children direct experiences with arts in action. Groups can be invited to the school to perform for the children during the day.

Furthermore, children will develop affective skills as they work and play together on a cooperative project. Art is a primary means of transmitting cultural values through self-expression. Children's endeavors can be used to promote an appreciation and understanding of themselves as well as cultural diversity in the classroom.

As they participate in reading through the arts, children will begin to learn:

- story sequence
- characterization
- oral communication
- sentence structure
- use of dialogue
- rhyming schemes
- writing process
- reality and fantasy
- sense of story represented by movement and pantomime
- new vocabulary
- dictation
- captions and labels
- reasoning skills

The most valued quality of learning to read through the arts is its creativity. It helps the teacher reach those children who need added motivation to learn. But most of all, it enables youngsters to develop self-esteem, gain a sense of accomplishment, and build positive relationships with their classmates.

INNOVATIVE USE OF THE BASAL

It is important for teachers to create a literacy-rich environment in which children can learn to read as naturally as they learn to speak and to write. Basal reading is one method of instruction employed in many first grade classrooms. This approach is widely used because it offers a controlled vocabulary, detailed lesson plans for direct instruction, and suggestions for teaching and review of reading skills. The directed reading activity used with basal selections may be modified by teachers so that children are taught to monitor their own comprehension by using independent strategies that promote learning and remembering.

Before Reading

Ask children to:

- Activate their prior knowledge by discussing or brainstorming any experiences they may have had that are connected to the topic.
- Predict the content of the selection by looking at the story title and pictures.
- Generate their own questions about what they would like to find out about when the story is read.
- Discuss the genre of the selection.

During Reading

- Relate new information in the selection to their prior knowledge.
- Confirm predictions.
- Clarify questions generated.

After Reading

Respond to generated questions.

- Retell the story.
- Evaluate predictions.

This information may be recorded on chart paper as follows:

WHAT WE KNOW	WHAT WE WANT TO FIND OUT	WHAT WE LEARNED
(prior knowledge)	(pupil-generated questions)	(story summary)

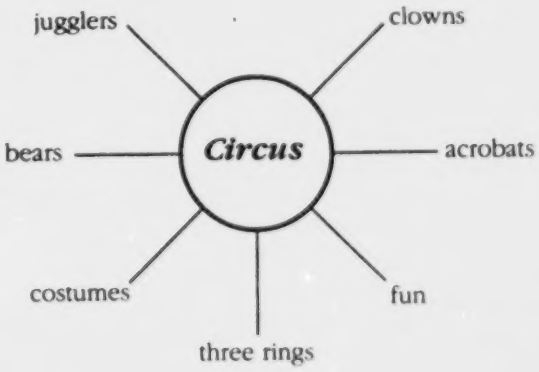
Every first grade teacher should become familiar with the reading skills listed in the Curriculum Frameworks and should seek to include them in daily skill lessons as the children's specific needs emerge during reading times.

VOCABULARY

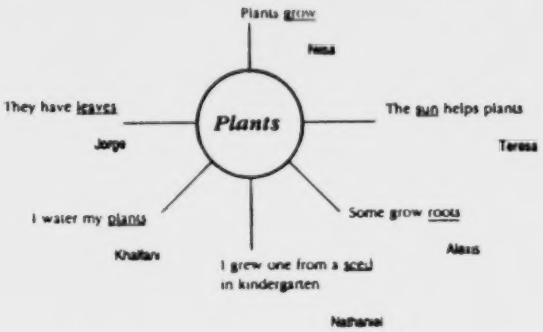
Words and definitions can be introduced using webbing. Choose a main idea or theme from the story and have the children tell all they know about that topic. Write what they tell you, underlining the targeted vocabulary. For example:

Children may be shown how to make word webs and concept webs to increase their comprehension of new vocabulary and story text.

Word Web



Concept Web



Vocabulary can be reinforced through games, story boards, and dramatic play. Experience charts may be composed by the children as they make sentences using the new words. Children can be encouraged to write their own stories using the new words, and they may even wish to make their own dictionaries.

READING THE STORY

The children need to feel involved with the story being read to them. This is best done using a motivational technique such as reading the title of the story and recording questions children have about what will happen, or by relating the story to one previously read on a related theme.

Basal readers are useful in that they lend themselves to different styles of reading. Children may read independently, as a small group, with a paired partner, or as a choral presentation. Each approach is valuable in that it serves to enrich the emergent reader's literacy.

If there are different characters in the story, reading group members can be given parts to read or act out. The teacher can use a variety of questions to ask the children about the content. Encourage the children to use pictorial, contextual, and inferential cues. Ask open-ended questions, such as:

- What did this story make you think about?
- When and where does this story take place? How do you know?
- Why is this character important in the story?
- What did you think was the funniest part of the story? The saddest?
- Did the story end the way you thought it would or did it surprise you?
- What special words did the author use to help you understand the story?
- Tell the main things that happened in the story.
- If you were this character, would you have felt the same or differently? Would you have done the same things?

Questions should elicit responses related to feelings, problem solving, critical thinking, predicting, and comparing. Ask children if they liked the story and how they would change it. This is a good opportunity to allow the children to write a related story using their own words, feelings, and experiences.

Two simple activities that promote young children's ability to compare and contrast are:

- Choose a character from the story and record how he or she is similar to one of your friends or classmates. What qualities does the character have that you would or would not like to have? Why or why not?
- Fold a sheet of paper in half. On one side draw a picture of your neighborhood; on the other half draw a picture of the setting of the story. Explain any differences or similarities.

The creative teacher will find versatile ways to use basal readers in the first grade classroom. Stories and selections in the reader need not be followed in sequential order from beginning to end. Rather, the teacher may reorganize the contents of the book to choose specific topics during the school year related to:

- themes
- holidays
- particular genres
- biographical information
- content area-related concepts
- poetry

Extending the Selection

Children can respond to basal selections in a variety of ways. They may simply discuss the story concepts, draw pictures of a favorite character, contribute to a group retelling, or engage in a project to extend their comprehension. Some selections will lend themselves to creative dramatics, musical activities, or science experiments as follow-up.

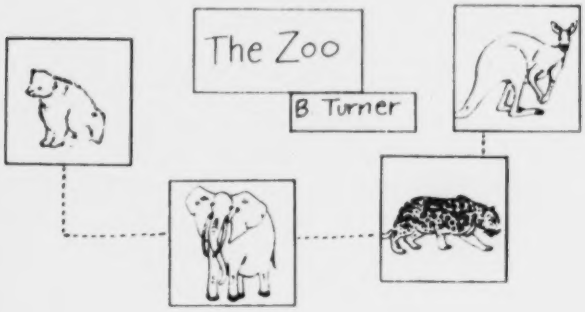
Puppets

First graders may draw story pictures on paper or felt finger puppets and use them to retell selections read.

Puppets may also be constructed from paper bags, socks, construction paper or craft sticks for story dramatization.

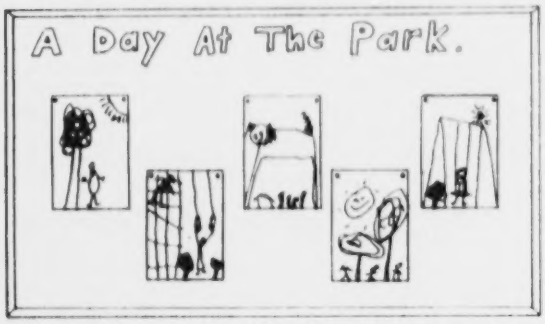
Story Maps

Picture story maps are another creative activity that children may undertake:



Wall Stories

Teachers can mark off sections of the bulletin board to form pages of a book. The children can use these sections to create an original version of the selection read.



Picture Mobiles

Children enjoy making story mobiles. They may be constructed from hangers, sticks, dowel rods, or pipe cleaners. The pictures can be attached with yarn or string. The children may draw characters or scenes from the story.

Reference Charts

Teachers may wish to develop ongoing charts with the children to use as references throughout the year. As different stories are read by the children, the lists on each chart can be expanded.

CHARACTERS WE HAVE READ ABOUT	SETTINGS WE KNOW	WORDS THAT DESCRIBE CHARACTERS
The Little Red Hen	forest	friendly
Danny Dinosaur	school	sad
Clifford	pond	tricky
Goldilocks	farm	happy

Teachers should aim to produce independent readers whose reading improves over time. Do your readers:

- monitor their own reading?
- search for cues in word sequences, in meaning, and in letter sequences?
- discover new things for themselves?
- cross-check one source of cues with other sources?
- self-correct according to context and picture cues?

There are many ways in which reading can be taught during the school day. With extension activities and the inclusion of related children's literature, the basal can be used in a more holistic approach that can be tailored to the interests and needs of individual children and the class as a whole.

SKILLS IN MATHEMATICS

By the time children enter first grade, they have acquired some knowledge about mathematics. They have used their number knowledge to tell their ages, how many people are in their families, and to recite their telephone numbers. They are also familiar with pennies, nickels, and other coins. They may not be aware of the actual values of the coins, but they know these coins are "money." However inaccurate or unsophisticated many of these ideas may be, they furnish a starting point for the alert teacher.

From the start, children's experiences in mathematics should be concrete and meaningful. A child who has broken a whole cookie into parts understands that each part is less than the whole cookie. Children should be active participants in discovery and in learning. Learning experiences should be planned by the teacher and arranged in an orderly sequence.

In school, children are in frequent contact with mathematical ideas and with mathematics in action. As children become aware of the importance of numbers in their daily lives, concepts will be refined and mathematical language used with increasing precision.

Children experience continuous growth in understanding number concepts and concepts related to distance, shape, size, speed, temperature, time, weight, and location. Many of these concepts are developed informally. Although their development may seem incidental from the child's point of view, they are the result of careful planning by the teacher.

As the teacher learns about the strengths and instructional needs of individuals and groups, children can be guided to make discoveries at their respective levels of development. In addition, the teacher can help children reinforce concepts previously developed as new topics are introduced.

Children come to first grade with a variety of prior experiences in groups. Some come from an all-day kindergarten, others from a day-care center or half-day kindergarten. Some children may have no prior group experience. Teachers should become familiar with the topics and concepts in *Getting Started in the All-Day Kindergarten* for possible review and reinforcement. For example, even though personal data (e.g., address, telephone numbers, and number names in the environment) are not included in this first grade guide, teachers should be aware that these and other concepts may need to be reintroduced at the beginning of the first grade.

The following seven principles are basic to planning for growth in mathematics in first grade:

1. Mathematics is taught in a definite sequence.
2. Each mathematics topic is developed through four developmental levels:
   - engaging in experiences
   - using concrete and representational materials
   - thinking through mathematical relationships
   - writing and using mathematics in solving problems
3. The four developmental levels may overlap.
4. For most topics in mathematics, children will need a significant amount of time to experience all four developmental levels.
5. Children will also vary in the amount of time needed to advance through a topic. More mature children may proceed through the first two developmental levels more rapidly than less mature children. Some children may be able to "think through" more mathematical relationships than other children.

6. The earlier a topic in mathematics is introduced, the longer the teacher should emphasize the first two developmental levels.
7. Children are frequently encouraged to estimate answers before they compute. Those children who are unable to give reasonable estimates will need to go back to earlier developmental levels or to simpler concepts or processes.

The scope of first grade mathematics is based on the New York State and New York City curricula. It should be noted that the curriculum is cyclical and developmental. It encompasses the following major topics:

- numbers and numeration
- addition of whole numbers
- subtraction of whole numbers
- fractions
- geometry
- measurement
- algebraic concepts
- graphs, probability, statistics
- problem solving

Manipulative materials should be explored throughout the school year, allowing time for:

- children to discover the properties of each type of material.
- the teacher to observe children's levels of skill development in using each material.

It should be remembered that the level of a child's skill development and the level of language (terminology) may not be the same. Both types of learning should be continually assessed. As the teacher guides the children in skill development, terminology is continually taught through modeling, dialogue, and discussion.

Concepts may be introduced to large groups of children; however, there are times and situations when additional concept development is taught in small groups or to individuals. It is important to note that many of these concepts, while introduced in kindergarten and first grade, may not be completely internalized until later.

ENCOURAGING CREATIVE THINKING SKILLS

Rather than *teach* creative thinking skills, teachers need to *encourage* them. Children are creative by nature. As facilitators, teachers need to offer more challenging opportunities to allow the children to be creative and to express themselves freely. When teachers integrate activities involving higher-level thinking skills into the everyday curriculum, they enable children to become critical thinkers and decision makers. (Skills such as problem solving and critical, analytical, and divergent thinking are the components that make up higher-level thought processes.)

Education has come a long way from rote memorization and the keep-them-busy drill sheets. Today's educators need to reassess the methods of schooling in which they themselves were taught. Teachers need to become sensitive to the level of thinking required in the questions they ask and to be open to ways in which children answer those questions.

The following are teacher tips that encourage creativity in the classroom:

- Model respect; demonstrate respect for persons who need time to respond to a question.
- Ask open-ended questions that call for an opinion and critical thinking.
- Ask questions that require comparisons, evaluations, elaboration, and a multitude of answers.
- Ask questions that elicit predictions. Provide opportunities for the children to follow up with a hands-on investigation. Set a time for a shared reading of results.
- Encourage children to share their "own" ideas.
- Keep good eye contact and express interest through facial and body language while listening to the children.
- Accept all types of ideas. Keep in mind the rich cultures and backgrounds of the children in the classroom. The children bring with them a wealth of different types of experience and knowledge. If a child gives an incorrect response, work with that child in finding out the reason for the response. Depending upon a child's culture, a "wrong" answer just might not be as far off as originally thought.
- Be generous with your praise! Praise benefits children when handled appropriately. Pinpoint what was "good" or "great" about an answer. Reflect on the child's thinking ability. Responses such as "Oh boy, you remembered that fact about reptiles," or "I like the way you related the fish family to the reptile family. That's good thinking," are more appropriate responses. These specific comments promote self-esteem and let children know that their contributions are valued.

SENTENCE SKELETONS FOR ENCOURAGING CREATIVE THINKING SKILLS

Fluency:

The ability to produce a large number of ideas in a short period of time is a thinking skill defined as fluency. The following types of questions encourage fluency:

- Who can think of the most... ?
- Think of all the ways... ?
- How many ways... ?

Flexibility:

The ability to think of answers that fall into many different categories is a thinking skill defined as flexibility. The following types of questions encourage flexibility:

- In what other ways... ?
- What different kinds... ?
- What else... ?

Originality:

The ability to think of new or unusual ideas is a thinking skill described as originality. The following questions encourage original thought:

- Can you think of something new?
- Can you think of something completely different from... ?

- Can you think of something no one else will think of?

Elaboration:

The ability to add on to an idea is a thinking skill known as elaboration. The following questions encourage elaboration:

- Can you add to this... ?
- How can you change... ?
- How can you make this better... ?

SENTENCE SKELETONS FOR ENCOURAGING MULTI-LEVEL THINKING

Knowledge:

At this level the children recall or recognize information or ideas in the approximate form in which they were learned. At this level the teacher may suggest:

- Tell what you know about...
- Label the following...
- Match the pairs...
- Name each one...
- Read the...
- Find all the...
- Show me which is...
- Locate the...

Comprehension:

At this level the children will translate or show understanding of information based on prior learning. The teacher may suggest:

- Retell the...
- Rewrite the...
- Give examples of...
- Explain why...
- Summarize the...

Application:

At this level the children can select, transfer and use data to solve a real life problem. At this level the teacher may ask the children to:

- Solve the problem of...
- Illustrate the...
- Show us how you could...
- Make a sample of...

Analysis:

At this level the children are aware of the thought process in use. The child can examine, classify, hypothesize, collect data and draw conclusions. The teacher might ask the children to:

- Take apart the...
- Compare the...
- Look into...

Synthesis:

At this level, the children can originate, integrate, and combine ideas into a product, plan, or proposal that is new to them. The teacher might ask the children to:

- Invent a new...
- Predict what might happen if...
- Compose a new...

Evaluation:

At this level the children appraise, assess, or criticize on the basis of specific standards or criteria. At this level, the teacher might ask the children to:

- Judge what will happen if...
- Select one of the following... that you think is the best.
- Choose the one... you think will...

In a non-threatening environment where creativity and expressiveness are constantly reinforced, the children become aware that originality can be experimented with rather than held back in fear of correction.

CHILDREN WITH SPECIAL NEEDS

The grade one teacher prepares a stimulating yet structured environment designed to foster the academic, physical, and emotional growth of each child. Instruction is multicultural in scope, broad in its themes of study, and varied in its use of sensory experiences. The teacher challenges the children's natural curiosity and is mindful of individual learning styles and rates of development.

Often, children will develop some skills faster than others. For example, a child may display good communication and social interaction skills with peers, and at the same time experience difficulties with fine motor and/or gross motor activities. However, most of the children's abilities will cluster around the six- to seven-year-old developmental stages. A few may benefit from Type III enrichment activities (See "Educational Enrichment—Excellence for Everyone," pp. 147-8.) Some children may have special needs that require alternative teaching strategies and modified instruction. These needs may stem from:

- specific health problems
- language processing difficulties
- physical disabilities
- learning problems
- difficulties in adjusting emotionally

Children with special needs may exhibit one or more behavioral characteristics that are typical in younger children, such as repetitive speech patterns, continual movement, negative self-assertion, or poor impulse control. In those cases, the teacher may want to choose a broad range of activities to enhance both self-esteem and learning potential.

The grade one classroom environment extends the children's initial concepts of the self beyond the accumulated experiences of the home and promotes continued opportunities for positive interactions within a larger social framework. The teacher, as role model, conveys the message to the children that, regardless of outward appearances or abilities, they are valuable human beings to be treated with dignity and respect. Desirable modes of behavior, which the children can imitate, are demonstrated. These include:

- **Concern for the Feelings of Others**
  The teacher's friendly "Good Morning," smile, choice of words, tone of voice, and facial and bodily expressions set the tone for the day. Minor mishaps and infractions of rules are corrected quietly or privately whenever possible.
- **Acceptance of Individual Differences**
  Children may notice differences in each other's abilities and appearance. The teacher responds matter-of-factly: "Yes, Kim needs a quiet place to calm down"; "Rowena, try this easier puzzle first"; "I need my glasses when I read. Glasses help me see the small print better." Youngsters learn in a non-threatening atmosphere that it's okay to have special needs.
- **Support for the Insecure**
  For those who are afraid of failure or have previously been ridiculed, the teacher's availability and encouragement will provide welcome support for faltering first steps. "I'm here to help you"; "Just try your best"; "This book is a special story just for you"; "If you need help, Carlos might be able to help you." Simple statements like these may boost the disheartened youngster to renewed efforts.

INDIVIDUAL ASSESSMENT OF SPECIAL NEEDS

Finding the time for individual assessment of a child with special needs while continuing the scheduled activities of the grade one classroom may, at first, appear to be an overwhelming task. However, the teacher can register specific needs and pinpoint the most effective

modes of instruction while maintaining the regular flow of full-group activities.

The Special Education Training and Resource Center (SETRC) lists five developmental steps that can be adapted to teach any concept. Reference to these steps will aid in the assessment and planning of developmentally appropriate materials and activities for children with special needs.

Developmental Learning/ Teaching of Concepts

1. **Direct Experience:** The introduction of new concepts begins with the physical *manipulation of real objects* in the child's immediate environment (such as tables, chairs, books, etc.). Using oral language, children describe their explorations with the materials.
2. **Concrete Materials:** The second phase involves varied interactions with *manipulatives* (toys, flannelboard pieces, games, puppets, etc.) concurrently with the use of oral language. Children are encouraged to retell stories using manipulatives.
3. **Representational Material:** The third phase uses *two-dimensional materials*, such as photographs, films, and filmstrips to further reinforce the concept being learned. Children are encouraged to describe the process verbally.
4. **Abstract Material:** The fourth phase utilizes only *abstract symbols* (letters/words) to illustrate the language process. This can include picture/word cards, games, library books. Children use oral language to describe the activity.
5. **Extending Concepts:** During the fifth phase, the children can be provided with *many opportunities to apply the newly learned concepts* in a variety of contexts, using oral language concurrently (sentences, stories, games, wipe-off cards, sequencing story events on sentence strips).

Assessment of Developmental Stages of Learning

Child's Name: Tania				
Activity: Story Time: Teacher reads *Peter's Chair* by Ezra Keats				
DEVELOPMENTAL STAGE PREFERRED BY CHILD				
I. Direct Experience	**II. Concrete Materials**	**III. Representational Material**	**IV. Abstract Material**	**V. Extending Concepts**
Child places chairs around the table in house-keeping center.	Child arranges toy chairs in doll house.	Child finds pictures of chairs in a furniture catalogue.	Child matches word card to chair.	Child expands III and IV; makes a picture story about chairs; "writes" words and sentences about chairs; retells the story.

Children with special needs will generally prefer, and benefit from, many reality-based experiences that are reinforced through the use of concrete manipulative materials. The child will begin to imitate the oral labels and descriptions the teacher assigns to objects and experiences in a manner similar to the process of speech acquisition by an infant in the home. Additional techniques are outlined in the following figure:

Techniques for Working with Special-Needs Children

In addition to observing the child's needs, areas of strength, and interests, the teacher may want to:

- meet with the child's parent(s).
- review the child's current health record.
- confer with the former teacher (if child attended a preschool class).
- confer with the guidance counselor.
- confer with the school supervisor.

SUGGESTED TEACHING STRATEGIES

Proceed Developmentally

- Be realistic and flexible in your expectations of the child's development.
- Think in terms of the child's developmental age, not the child's chronological age.
- Use task analysis to present activities. (Tasks may be broken down into component parts and taught in step-by-step sequence.)
- Make sure that activities are a challenge and are not frustrating.

Be Sequential

- Start with what the child can do: move from the known, simple, and easy to the more difficult and complex.
- Build complexity very gradually.
- Plan activities based on the following progression: from concrete experiences (object/motor/language) to representational experiences (pictures) to symbolic experiences (verbal and written symbols).

Use Multisensory Approaches

Provide a variety of different activities and materials, e.g., paints, manipulative materials, clay, creative dramatics, music, block-building, movement, cooking, listening to stories.

Be Flexible

- Provide adequate time for the child to complete tasks and participate in group activities.
- Allow the child to engage in an activity that is different than that of the rest of the class:
  - — The child may choose to paint while group is listening to a story.
  - — The child may choose to sit quietly and look at a book while other children engage in active play.
- Allow for individual rates and styles of learning.
- Give the child space to make limited choices during the day.

Be Repetitive

- Allow the child to repeat an activity several times.
- Present a variety of activities to let the child practice a skill.
- Repeat instructions when necessary.

Be Concrete

- Accompany verbal directions with hand gestures, body movement, objects, or pictures.
- "Walk" the child through a new activity or a new routine.
- Provide a wide variety of physical activities.
- Use physical prompting when teaching a new skill. Manually guide the child through the activity, gradually withdrawing the physical guidance as the child gains confidence and competence.
- Use modeling and imitation: the child attends (looks and listens) as the teacher performs the desired behavior, which the child then imitates.

Be Specific

- Provide a clear structure for each activity:
  - — Let the child know what will be expected by setting limits.
  - — Let the child know the sequence of the activity—preferably through the use of pictures.
  - — Give clear cues for the child to recognize when the activity begins and when it ends, e.g., "When you have paper and crayons, you can begin to draw." Or (using a timer) "When the bell rings we will put the blocks away."

Be Consistent

- When setting a limit, be clear about the consequence if the child does not stay within that limit. For example:
  A child spits at another child. Teacher says: "If you are angry you may tell him, 'I am angry. Leave me alone.' But you may not spit at him. If you do you'll have to leave the block area and sit in your seat." The child continues to spit. The teacher then removes the child from the block area, even though the child is screaming and kicking and says "I'm sorry. I won't do it again." The teacher sits the child in a chair, and explains why the child is not going to be working in the block area that day.

Be Positive

- Develop and nurture a positive attitude in the child: "I can do," "I can learn."
- Recognize and praise small efforts.
- Reinforce responses that come close to achieving the desired behavior.
- Use preventive techniques in dealing with management problems:
  - — Recognize when the child is behaving appropriately and reward immediately.
  - — Verbalize what the child is doing right.
- During an activity:
  - — address the child by name.
  - — stand or sit next to or close to the child.
  - — maintain eye contact periodically to keep the child's attention on the task.
- Avoid potential "trouble situations" such as:
  - — asking the child to wait for a long time.
  - — requiring the child to be silent for a long time.
  - — presenting abrupt changes in routines or activities.
- Use positive contingencies to set limits:
  - — "When you put the blocks away, then you can go to the yard."
  - — "When you sit down, then you can mix the cake batter."
  - — "Put the blocks away, then go outside."
  - — "First sit down, then blow bubbles."

Be "Firm Yet Fair"

- Give reasons for acceptable and unacceptable behaviors, e.g., "Put a smock on before you paint so your shirt will not get paint on it."
- Explain to the child the reasons behind decisions you make, e.g., "We are playing inside today because it is raining."
- Set limits appropriate to the developmental needs of the child.

Be Precise

- Use clear language.
- Limit the amount of words in your directions.
- Be descriptive in your praise and appropriate to the situation:
  - — "You did a good job in cleaning up the art area. You washed all the brushes."
  - — "You worked very hard buttoning your coat."
  - — "You remembered to look at each puzzle piece as you worked."

Have Fun

- Allow the child to learn through exploring, experimenting, and discovering.
- Provide many opportunities for peer modeling:
  - — The child observes and then assists another child in building a tower of blocks.
  - — The child and two of the child's peers set the table for snack time.

- Plan activities that encourage the child to use learned skills in a meaningful way:
  - The child participates in cooking experiences to reinforce an increasing ability to follow directions.
  - The child pours juice for the class at snack time to improve eye-hand coordination.

Modify the Learning Environment

With an understanding and a respect for the individuality of each child, the teacher plans a curriculum to enhance each child's learning. In meeting the special educational needs of the children, the teacher may have to:

- modify the schedule or specific aspects of the learning environment.
- try alternative teaching strategies.
- adapt the curriculum.

When modifying and adapting an activity to meet the child's special needs, the teacher incorporates what the child can do and what motivates the child to learn.

An example of how this can be done is illustrated below.

Suggested Modification to a Daily Schedule (8:40 A.M. - 3:00 P.M.)

Arrival, Informal Conversation

Activity: Children look at books while awaiting classmates.

If: the child enjoys looking at books but gets distracted on the way to the library area and disrupts the other children's reading activity

Then: provide the child with a story box (containing a selection of four books, which are changed periodically). The child selects reading material from the story box, available at the child's table, rather than going to the library.

Activity: Plan the day's activities.

If: the child shows difficulty adjusting to new situations

Then: prepare the child for any changes that may be occurring during the day by discussing what's going to happen and, if possible, why things will be different on this day.

Direct Instruction Activity

Activity: Sound Game—Auditory Discrimination

If: the child has difficulty in recalling the name of an object but is able to identify the sound the object makes

Then: present four realistic pictures of objects or the actual objects as the child listens to a sound. Child can point to the picture or object that makes that sound. Teacher names the object, child repeats the name.

Learning Centers

Activity: Children work at learning centers.

If: the child has difficulty in making choices but has a variety of interests

Then: present the child with only two choices at a time based on the child's interest, e.g., "Do you want to work at the water table or in the block area?"

Discussion

If: the child speaks only in one- or two-word phrases but seems eager to contribute to the group's discussion

Then: listen attentively, provide ample time for the child to speak, and expand on the child's utterances:

C: "Blocks."

T: "Yes, Anna, you worked with the blocks."

C: "Fall down."

T: "You built a tower and it fell down."

C: "Mario build."

T: "Mario and you built the tower up again."

C: "Yeah, up, up."

T: "You and Mario built a tall tower."

Finger Play

If: the child engages in repetitive movements or mannerisms but is unable to sit with the group

Then: have the teacher or educational assistant sit next to the child and:

- verbally reward the child whenever the child is participating appropriately in the activity.
- intervene physically by guiding the child to move in the appropriate way.
- intervene verbally by signalling the child to focus on the task, e.g., "Sam, put your hands on your head."

Active Play
Indoors or outdoors—circle games

If: the child has difficulty in following simple directions but has the motor skills to participate in the activity

Then:
- limit the amount of words in the verbal direction, e.g., "Catch ball. Throw ball." "Hold hands and jump."
- accompany verbal message with hand or body gestures.
- place child near you for closer guidance.

Prepare for Lunch/Snack

If: the child has difficulty with motor coordination but understands and is able to follow verbal directions

Then: use verbal directions to guide the child through the movements of the activity.

Quiet Time and Rest
Children look at books, listen to music

If: the child is easily distracted and disruptive

Then: select a quiet area for the child to rest, away from the other children and from any easily accessible materials.

Music
Rhythms, Rhythm Instruments

If: the child has marked lack of impulse control, but shows an interest and enjoyment in music

Then: set clear limits and contingencies.

- follow through with contingency if the child does not behave within the stated limit.
- don't overwhelm the child by too much talk and an overload of materials. Frequently praise the child's positive behavior during the activity.

Work Period

Preparation of simple experience chart. Construction of pupil-made books.

If: the child is easily frustrated and requires close adult supervision to carry out construction of the book

Then:
- allow child to engage in a related activity, e.g., independently looking at books, or drawing, until you or your educational assistant can

work with the child on an individual basis.

- use task analysis to present activity in sequential steps.
- anticipate which particular step the child might find difficult to do. Then, modify the activity.

Snack Time

If: the child has difficulty in taking turns

Then:
- model turn-taking behavior.
- limit waiting time.
- praise the child for waiting.

Story Time/Discussion

Discussion about story and sequence of events in story. Evaluation of day's activities. Drawing pictures illustrating the day's activities.

If: the child has a short attention span for group discussion time, but is able to engage in independent work

Then: after the story is read, allow child to engage independently in a related activity, e.g., drawing pictures based on the story, working with sequence picture puzzles, pasting pictures from a magazine.

Prepare for Dismissal

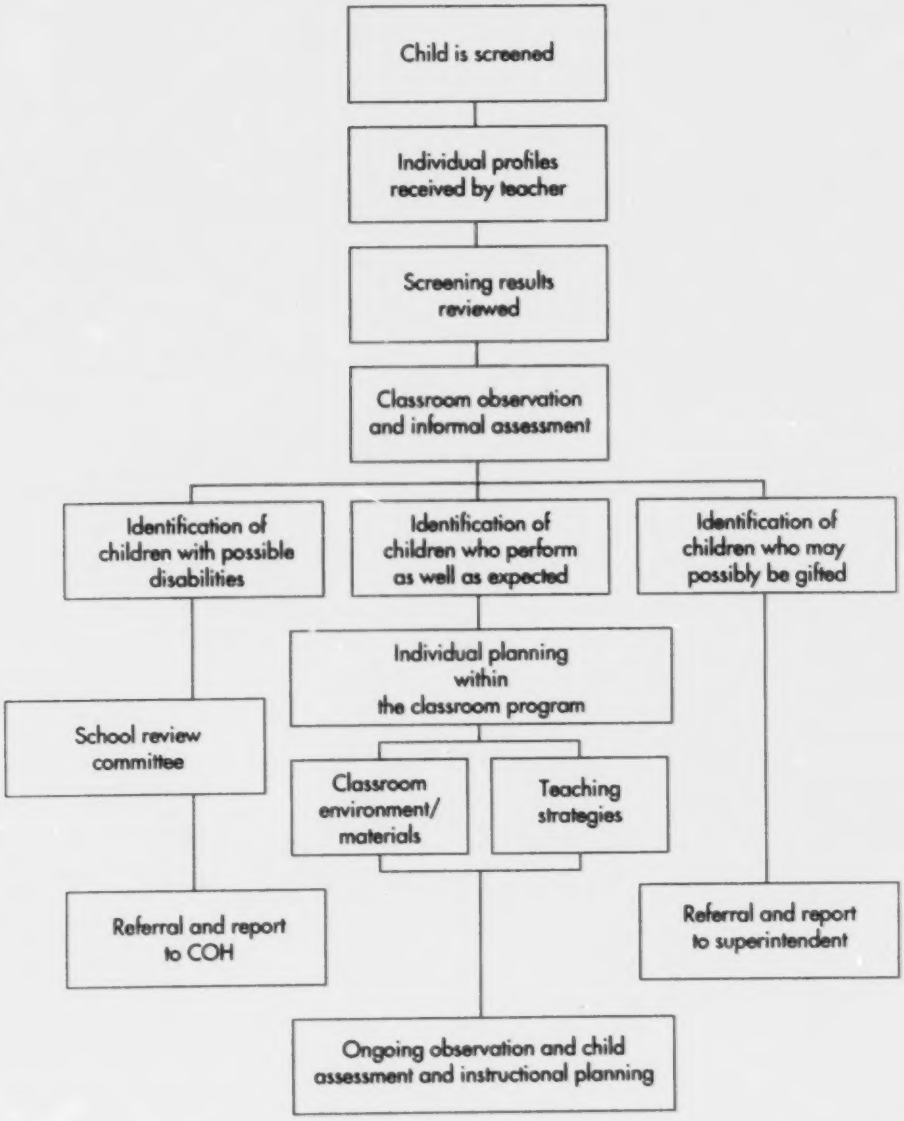
If: the child lacks self-help skills, but responds well to peer interactions

Then: set up a rotating buddy system, where the child is assisted by a classmate in buttoning, zipping, or snapping an outer garment.

When the child does not benefit from all the alternative strategies and the difficulties persist, the teacher should consider whether the child may have a disability that is interfering with educational performance and review the results of the Chapter 53 screenings. Refer to "The Chapter 53 Screening Program," on page 145 of this guide. **The most important decision a teacher can make about a young child is the decision to refer.** Since a referral leads to evaluation for special education, the teacher must be *sure* that the child's difficulties are not part of normal development, which can be handled in the grade one classroom with some modification of the curriculum. Before a referral is made, the teacher should consult with the principal and/or immediate supervisor to discuss every resource that can be used to support the child in general education. If the teacher suspects the child has a disabling condition, a referral can be made to the Committee on Special Education (CSE) according to established procedures. Once a referral is made and parental consent for evaluation is obtained, the child will be evaluated by the School-Based Support Team (SBST).

While awaiting the evaluation, the teacher continues instruction, making adaptations where appropriate and documenting any changes in the child's behavior. These notations will be vital to the process of identifying the most appropriate classroom setting for each child's individual needs.

Chapter 53 Screening - Instructional Program Planning



Item judgments should be based on child's performance in native language.

Observations should be based on cultural and linguistic appropriateness.

EDUCATIONAL ENRICHMENT

Excellence for Everyone

There is no single quality of mind that can be labeled "intelligence." Howard Gardner, in his book *Frames of Mind*, posits the existence of seven categories of thought, which he calls *intelligences*: musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, linguistic, and logical-mathematical. Human society, says Gardner, has for various reasons given historical and traditional preference to the linguistic and logical-mathematical intelligences. Yet the abilities of people who excel in the other intelligences should also be recognized and supported, particularly in the formative years of early childhood.

Children are wonderfully diverse. They look different, they have different personalities, and their talents reside in different categories of thought. A child might be quite strong in one form of thinking; this does not necessarily carry over to other forms of thought.

Since children have widely differing interests and abilities, and do not all learn in the same way, the schools have a responsibility to match individual children with those fields of inquiry and achievement in the world around them that best suit their talents, potentials, and needs.

The definition of gifted behaviors according to the model of the seven intelligences creates new possibilities for children and teachers. For the first grade child, it implies an expansion of opportunities for recognition and inclusion. For the first grade teacher, it allows the planning of enriched experiences, as well as ongoing observation of participating children. It requires acceptance of different kinds of strengths, and the personalized nurturing that encourages children to demonstrate and share their abilities with friends, family, and community.

Educational enrichment is a commitment to the children in the New York City public schools to expand their opportunities, build their intellectual power, nurture their unique abilities, and help them make a positive impact on the world around them. This commitment entails exposing all children to complex situations and ideas in order to help them:

- develop effective exploration strategies.
- choose which elements to explore.
- develop the necessary skills for exploring the chosen elements.
- conduct investigations with joy, depth, and persistence.
- communicate every stage of the exploration process.

In order to implement this approach, a differentiated curriculum can be designed to include the processes of inquiry, creative and productive thinking, aesthetic experiences, and problem exploration. This curriculum is one that proceeds from the regular curriculum, explores it in depth, extends it in time, expands it in context, and varies it in structure.

The selection of enrichment strategies for children must be based on personal observations, and not on scores alone. Assessment must be based on an individual profile of intellectual strengths that suggest options for future learning. Drawing on this assessment, teachers can help every child to combine strengths in a way that is satisfying at school, at home, and personally. No opportunity for stimulation or cultivation of mind is to be left unexplored for any child in the New York City public schools.

Many community school districts have district-wide curriculum practices for homogeneous gifted and talented classes. The practices and curricula for these classes can and should be extended to all children.

Reaching the Gifted, Grades K-6, a curriculum guide published by the Board of Education of the City of New York, provides lesson plans for the academically gifted in either a homogeneous or heterogeneous setting. The guide provides activities to stimulate higher-level thinking skills, as detailed by Benjamin Bloom*: application, analysis, synthesis, and evaluation. Frank Williams's model** for curriculum instruction is used to label those experiences that stimulate creativity, divergence, and fluid thinking. ***Reaching the Gifted*** is a valuable resource for the teacher of gifted children, yet it contains many ideas that all teachers can apply to all students.

* Benjamin Bloom, *The Taxonomy of Educational Objectives - Cognitive Domain* (New York: David McKay, 1956). Cited in *Reaching the Gifted*.

** Frank E. Williams, *A Total Creativity Program for Individualizing and Humanizing the Learning Process* (Buffalo, New York: D.O.K. Publishers, Inc., 1980). Cited in *Reaching the Gifted*.

CONTINUITY AND ARTICULATION

Articulation is a communication process among the immediate members of the child's learning community. The sharing of information ensures the continuity of program philosophy and services for the child throughout his or her education. At the end of the school year, the teacher records information that describes the child's accomplishments and progress and the areas in which he or she needs additional help. This information is then shared with the receiving teacher, providing invaluable insights about the child's prior learnings and creating a smooth transition for both the child and the teacher as the child moves from first grade to second grade.

Continuity facilitates the process of incorporating all prior experiences into an appropriate education program that reflects the whole child. It is important for the first grade teacher to understand each child's heritage and background; this allows the acceptance and support necessary for a smooth transition at this stage of the child's life. In order to ensure continuity, the teacher recognizes diversity in the classroom and creates a rich, organized, and supportive environment that includes:

- appreciation and understanding of all racial, linguistic, and cultural groups.
- developmentally appropriate content.
- age-appropriate materials.
- effective early childhood teaching strategies.
- adequate space for individual, large-group, and small-group activities.
- awareness of children's needs, strengths, and interests.
- informal and formal parent involvement.
- inclusion of community resources in the curriculum.

Continuity is further ensured when there is communication between teachers of contiguous grades. When early childhood teachers coordinate their efforts and work toward common goals, they help to create a consistent, caring, structured atmosphere in which children will thrive. In order to establish program continuity between grades, teachers often share materials and equipment and plan together creatively. The teachers of pre-kindergarten to grade 3 can meet in May or June, or at other times during the school year, to share informal records and samples of children's work. This supports adaptive instruction and the planning of appropriate tasks. Staff articulation strengthens relationships between programs and coordinates ongoing goals and expectations for each grade.

Children respond positively to scheduled intervisitations and orientation activities between first grade/second grade classes. Visiting the classroom of their new teacher and seeing children working there helps the children to feel secure and "more grown-up." A follow-up activity for this orientation visit is having the first grade children write letters to the second grade children about their visit to the classroom.

A second grade child may visit a first grade class to give advice to the children about being in the second grade. In this activity, the first grade children are given an opportunity to informally ask questions and express their concerns.

Sample articulation forms for transitions from first grade to second grade appear on the following pages.

A general orientation to the rest of the school helps the new second graders to develop a sense of belonging.

First grade is an important year in early childhood education. It builds a foundation upon which future educational progress is built. Communication between teachers, parents, administrators, and community members helps to create a more accurate understanding of each child's developmental needs, strengths, talents and interests. Insight gained as a result of these efforts permits the flexibility of curriculum and environment necessary for a successful multicultural/multilingual first grade class.

Articulation Checklist

From Kindergarten to Grade One

Name:	Date:
Kindergarten Class:	Kindergarten Teacher:
First Grade Class:	

	Yes	No	Sometimes
I. SOCIAL DEVELOPMENT			
A. Can child work in small groups?			
B. Can child work in a whole class setting?			
C. Can child use free time constructively?			
D. Can child adjust to new experiences?			
E. Can child work independently?			
II. INTELLECTUAL DEVELOPMENT			
A. Does child ask questions?			
B. Does child participate in class discussions?			
C. Does child think through a problem?			
D. Does child complete a task?			
E. Does child follow oral directions?			
III. PHYSICAL DEVELOPMENT			
A. Does child use large muscles appropriately?			
B. Does child use small muscles (e.g., cutting, drawing)?			
IV. ACADEMIC DEVELOPMENT			
A. Does child know the colors?			
B. Does child know the shapes?			
C. Does child know most of the letters of the alphabet?			
D. Does child associate sounds with letters?			
E. Can child recall a story in sequence?			
F. Does child know nonnumerical concepts? (up, down, big, small, etc.)			
G. Does child know number names?			
H. Can child solve simple verbal mathematics problems?			

I. Areas that need follow-up based on the screening instrument:

J. Name of commercial program(s) (if any) child has used:

K. Child's progress in program(s):

V. LANGUAGE DEVELOPMENT	Yes	No	Sometimes
A. Limited English Proficient Child			
1. First language			
a. Child's first language: _____			
b. Does the child speak fluently in complex sentences?			
c. Does the child use one- or two-word sentences appropriately?			
2. Second Language			
a. Does the child speak fluently in complex sentences?			
b. Does the child use one- or two-word sentences appropriately?			
c. English LAB Score _____ Date _____			
3. Instructional Program			
a. Has the child been involved in a bilingual program?			
b. Has the child been involved in an ESL program?			
i. In the bilingual classroom with ESL small group instruction provided by classroom teacher?			
ii. In the bilingual classroom where the ESL teacher works with the child in the classroom?			
iii. In a self-contained ESL classroom?			
iv. In a pull-out ESL program?			
B. Native English Speaking Child			
1. Does child speak fluently in complex sentences?			
2. Does child use one- or two-word sentences?			

VI. ADDITIONAL COMMENTS

(including special services such as speech or resource room; and the child's talents, abilities, needs, health concerns). _____

_____

_____

VII. CHILD'S SPECIAL CHARACTERISTICS

1. List child's special talents, abilities, or interests:

_____

_____

_____

_____

2. List areas of potential concern:

_____

_____

_____

_____

160

Articulation Checklist

From Grade One to Grade Two

Name:	Date:
First Grade Class:	First Grade Teacher:
Second Grade Class:	

I. SOCIAL DEVELOPMENT	Yes	No	Sometimes
A. Can child work in small groups?			
B. Can child work in a whole class setting?			
C. Can child use free time constructively?			
D. Can child adjust to new experiences?			
E. Can child work independently?			
F. Can child work well with others?			
G. Does child practice self-control?			
II. INTELLECTUAL DEVELOPMENT			
A. Does child ask questions?			
B. Does child participate in class discussions?			
C. Does child think through a problem?			
D. Does child complete a task?			
E. Does child follow oral directions?			
F. Does child exhibit original thinking?			
G. Does child give up easily?			
III. PHYSICAL DEVELOPMENT			
A. Does child use small muscles appropriately (e.g., cutting, drawing)?			
B. Does the child print legibly?			

IV. ACADEMIC LEVEL

A. Commercial instructional programs (reading, mathematics, other)

Program(s)	Progress	Level Achieved

	Has Skill	Needs Improving	Lacks Skill
B. Reading Skills			
Comprehension			
1. Can identify main idea.			
2. Can retell story in sequence.			
3. Can follow written directions.			
4. Makes inferences about the story.			
5. Uses picture clues.			
6. Uses contextual clues.			
C. Mathematics			
1. Understands one-to-one correspondence.			
2. Can identify fractional parts 1/2, 1/4, 1/3.			
3. Understands concept of place value in ones, tens, and hundreds.			
4. Understands process of addition and subtraction.			
5. Ability to tell time to the hour.			
6. Ability to use a ruler to the nearest 1".			
7. Solves word problems using reasoning skills.			
V. LANGUAGE DEVELOPMENT	**Yes**	**No**	**Sometimes**
A. The Limited English Proficient Child			
1. First Language			
a. Child's first language: _____			
b. Does the child demonstrate an understanding of his/her spoken first language?			
c. Does the child learn and use new spoken vocabulary?			
d. Does the child communicate with peers and adults verbally?			
2. Second Language			
a. Does the child demonstrate an understanding of his/her spoken second language?			
b. Does the child learn and use new second language spoken vocabulary?			
c. Does the child communicate with peers and adults verbally in his/her second language?			
d. English LAB Score _____ Date _____			

162

	Yes	No	Sometimes
3. Instructional Program			
a. Has the child been involved in a bilingual program			
b. Has the child been involved in an ESL program?			
i. In the bilingual classroom with ESL small group instruction provided by classroom teacher?			
ii. In the bilingual classroom where the ESL teacher works with the child in the classroom?			
iii. In a self-contained ESL classroom?			
iv. In a pull-out ESL program?			
B. The Native English-Speaking Child			
1. Does the child demonstrate an understanding of spoken language?			
2. Does the child learn and use new spoken vocabulary?			
3. Does the child share information and new ideas?			
4. Does the child communicate with peers and adults verbally?			

VI. CHILD'S SPECIAL CHARACTERISTICS

1. List child's special talents, abilities, or interests:

_____

_____

_____

_____

2. List areas of potential concern:

_____

_____

_____

_____

CHAPTER 5: DEVELOPING THEMES OF STUDY

THEME DEVELOPMENT

Children come to school with previous life experience. They have acquired understandings and concepts about their own environment regarding their own ethnicity and culture—home, family, school, and community. Although prior school experiences may differ, all children have a natural curiosity to explore and extend their environment. To capitalize on these inherent abilities, the curriculum should have relevance to the children in terms of their total life experience. Children have a natural commitment to those tasks that relate to their immediate environment.

As they engage in the curriculum's planned experiences, children develop and extend understandings, concepts, skills, and attitudes. The curriculum content should be conceptually understandable to the six-year-old child. For example, a study of technology that includes the workings of a computer, would not be suitable to first grade children's maturational levels. However, studying about machines that people use would be appropriate for a first grader's interest and age.

The thematic approach to curriculum development provides for the integration of content areas and skills. It is composed of organized, well planned experiences that promote the development of children's intellectual competencies and expand their understanding of the world. The thematic approach offers children a wide range of activities suitable for all learning styles. Incorporating a theme into the content areas creates a natural flow for learning. It gives children the varied opportunities for building a strong knowledge base and higher-level thinking skills.

In the integrated curriculum, content area activities are developed and interwoven around a particular interest or theme, such as "Friends." The flowchart for each theme illustrates the integration of the content areas and the correlation of skills and activities within that theme.

As the activities are carried out, the teacher extends the children's knowledge and fosters the development of skills and attitudes. The teacher engages in an ongoing assessment of the learning process and the learning environment to determine children's strengths and instructional needs. Possibilities for deepening and expanding the study are explored as the teacher develops additional activities.

BROAD-BASED GOALS FOR THEME DEVELOPMENT

- To understand that each child has a cultural and linguistic heritage that may be shared with others.
- To develop an awareness of one's feelings towards self and others.
- To recognize that there is a rich diversity in the human family.
- To realize that each person is unique and important.
- To recognize that we change by growing and learning about ourselves and others.

CHOOSING A THEME OF STUDY

When choosing a theme, the teacher takes into consideration whether it:

- is relevant to the children's interests and needs.
- is developmentally and/or age appropriate.
- will foster the development of skills.
- is valid in that the concepts, skills, and attitudes learned may be applied to real life.
- can be incorporated into the content areas.

- will foster an understanding of cultural and linguistic diversity.
- can be studied more deeply by reference to a variety of books, resources, and other materials.
- emphasizes people's interdependence.
- is as exciting and interesting to the teacher as it is to the children.
- evolves from the Pre-K—2 Curriculum Frameworks.

MOTIVATIONAL TECHNIQUES

After a theme has been selected, one or a combination of approaches could be used to motivate children.

- Take a trip through the school or the neighborhood.
- Display books, pictures, or objects related to the theme.
- Show a film or filmstrip.
- Read aloud informational material, stories, and poems that generate curiosity and interest.
- Stimulate discussion of the questions and ideas the children have raised.
- Record the knowledge children already have in relation to the theme.
- Help them formulate what it is they wish to find out.

The duration of each theme depends on such factors as its interest to the children, appropriateness to the season, relevance to a current event, and depth of the learning experiences within it. Some learning experiences in a theme—such as movement activities—are ongoing, whereas making a terrarium may take a few days.

The sample themes presented in this manual are intended to illustrate specific plans for theme development, and they include suggested learning experiences. The flowcharts illustrate the learning experiences incorporated into each theme. These experiences are illustrative of the many others that can be developed by the teacher and class. Each experience is organized by curriculum area and lists materials, vocabulary, and follow-up activities. The format is designed to stimulate a wide range of responses from the children. When possible, however, children should be taught in their first language.

"Working with Limited English Proficient (LEP) Children," in "Part I, Chapter 2: Planning for the First Grade," assists the monolingual and bilingual teacher in providing direct ESL instruction to children with limited English proficiency.

It is essential that instructions given to the entire class are altered for LEP children. The teacher should provide numerous examples in a variety of forms, and demonstrate what is to be done. Direct experiences, concrete objects, and extensive use of illustrations will greatly increase comprehension. Using illustrations when telling stories, practicing choral speaking, and singing action songs provide a wealth of linguistic input that can be shared by the entire class.

THEME A: WHAT'S IN A NAME?

The theme "What's in a Name?" is developmentally appropriate for first grade because names are among the first words children recognize in print and desire to write.

This theme is interdisciplinary and includes songs, fingerplays, rhymes, games, graphs, and opportunities for dramatization. Skills are taught using a variety of methods and creative activities that emphasize the natural individual interests and the backgrounds of the children. These activities can be included in the learning centers.

First grade children bring to school their personal experiences with ethnicity, race, culture, language, families, and friends. Planned activities that build on these understandings help children to develop academic skills and social values related to the multicultural dimensions of today's world.

BROAD-BASED GOALS

- To develop a sense of identity and self-esteem.
- To understand that names relate to people's heritages.
- To recognize that each language, culture, and ethnic group has its own names.
- To realize that animals have names and live in specific habitats.

The experiences in the theme "What's in a Name?" include the following:

I. Names Identify People

   A. Parents/caregivers give children their names.

   B. Names can tell about people's ethnic backgrounds.

   C. Names can be expressed in more than one language.

   D. Storybook characters' personalities can be reflected by their names.

II. Animal Names and Habitats

   A. Animals can be identified by their names.

   B. Each language has its own name for animals.

   C. Animal babies and pets have special names.

   D. Habitats are places where animals live.

What's in a Name?

Communication Arts

- Listening to stories
- Exploring the letters of the alphabet
- Distinguishing between reality and fantasy
- Retelling stories
- Changing story plots and endings
- Connecting storybook characters' names with their personalities
- Appreciating poetry
- Contributing to group experience stories
- Recording information
- Writing stories about animals
- Using computers to design invitations
- Learning Braille alphabet, sign language, and fingerspelling
- Practicing penmanship
- Associating letters with their sounds
- Composing lists
- Making ABC books
- Making semantic webs
- Sharing original books
- Creating class big books

Art

- Making mobiles
- Creating puppets
- Designing a filmstrip project
- Making shoebox dioramas
- Creating puzzles
- Exploring media
- Using glue, paste, scissors
- Making tactile letters

Science

- Adopting a class pet
- Naming the class pet
- Finding out about animal habitats
- Identiying animals by physical characteristics
- Learning animal sounds
- Discussing pet behaviors
- Analyzing data

Health/Cooking

- Discussing care of class pet
- Learning safety precautions when dealing with animals
- Protecting the health and safety of animals
- Choosing proper food and environment for class pet
- Learning about animals and their offspring

Music/Movement

- Performing alphabet aerobics
- Singing songs that include the names of the children
- Using body movement to make alphabet shapes
- Reciting fingerplays, rhymes, chants and poems
- Playing games

Mathematic

- Counting letters in names
- Making bar graphs
- Interpreting information from bar graphs
- Locating numerals in the home, school and neighborhood
- Distinguishing between least and most
- Finding out about equivalent sets
- Using non-standard measurement
- Making number booklets
- Exploring number facts through stories
- Learning numerical fingerplays and poems

Social Studies

- Exploring origins of family names
- Interviewing family members
- Using maps and globes to find places of origin
- Learning Native American names for animals
- Visiting a zoo
- Using a trip board
- Developing respect for cultural diversity
- Learning that all families have a history

NAMES IDENTIFY PEOPLE

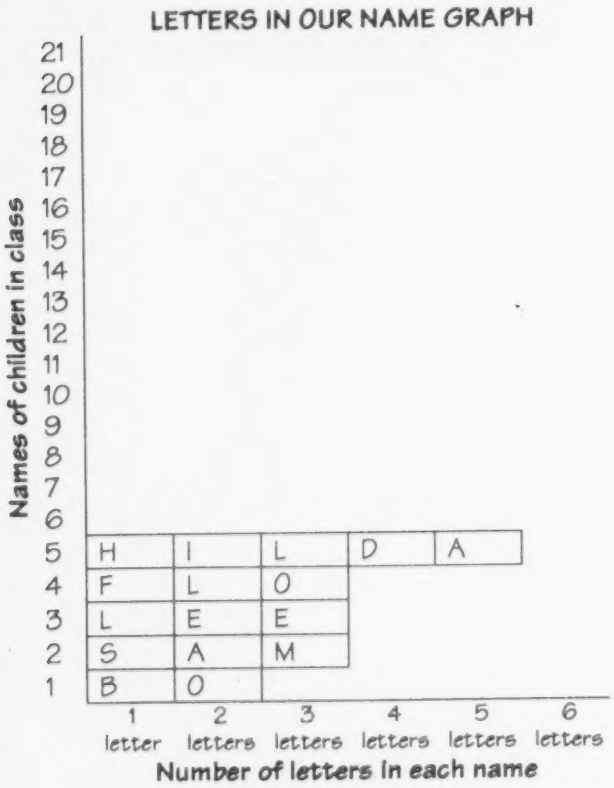
LEARNING EXPERIENCE I

Concepts:

- Parents/caregivers give children their names.
- Names can tell about people's ethnic backgrounds.
- Names can be expressed in more than one language.
- Storybook characters' personalities can be reflected by their names.

Preliminary Activity:

Children write each letter of their names on individual post-its, and line up the letters in sequence. Children count the number of letters in their own names. The class comes together in a circle. Children can then compare the number of letters in each other's names.



WHAT'S IN A NAME?

1. Write your full name:

2. Who gave you your name?

3. Why was this name chosen?

4. If you could change your name, what would it be?

5. The Native Americans often have names that describe something about them or compare them to something in nature. Examples are White Elk, Thunder Cloud or Spotted Deer. If you could make up such a name for yourself, what would it be?

CURRICULUM AREA: MATH

Materials:

3" x 5" cards, markers, crayons, bar graph chart, tape or glue

Vocabulary:

bar graph
columns
more than/less than
most/least
rows
same/different

Experience:

The children can:

- write their first names on index cards.
- count the letters in their names.
- glue or tape their names into the appropriate column on the bar graph.

The teacher can:

- discuss which names have the most letters.
- discuss which names have the least letters.
- discuss which names have the same number of letters.
- discuss which column has the most names.
- discuss which column has the least names.
- discuss which column has the same amount of names.

OUR NAMES					
number of children's names	6	Sam		Emena	
	5	Flo		Billy	Junior
	4	Uki	Rosa	Nilsa	Naima
	3	Mei	Lisa	Edwin	Carlos
	2	Tom	Eric	Maria	Kareem
	1	Lee	José	Jaeda	Jessie
		3 letters	4 letters	5 letters	6 letters
number of letters in name					

- ask the children for any other observations they can make from the bar graph.
- record the information elicited from the children on an experience chart. For example:

We counted the letters in our names.	Nilsa
The column with 4 letters has the least names.	José
The longest names have 6 letters.	Augie
My name has 5 letters.	Jaeda

Follow-up:

The teacher can:

- make a ten-box by ten-box grid for each child.

The children can:

- fill up all the spaces in the grid by writing their names repeatedly.
- mark each letter with its own color (e.g., color all A's red, all B's green).
- create a "key" to explain which color is used for each letter (e.g., red=A, green=B).
- recognize the pattern that appears in their grid.

A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A

CURRICULUM AREA: ART

Materials:

paper, crayons, markers, glue, tactile materials (e.g., sand, glitter, beads, beans, macaroni, buttons)

Vocabulary:

initials trace

Experience:

Read *Adelaide to Zeke* by Janet Wolf.

The children can:

- draw large letters of their first initial.
- trace the letter with glue.
- cover the glue with one of the tactile materials.

Follow-up:

Read the poem below or sing the song "If Your Name Starts With..." The children can hold up their tactile letters as they do the accompanying action.

If Your Name Starts With. . . . *

If your name starts with A, B, or C,
Stomp your feet and count to three.
If it starts with D or E,
Pretend you are dancing like a flea.
If it starts with F or G,
Wave your hands and look at me.
If it starts with H or I,
Raise both hands way up high.
If it starts with J or K,
Shake one foot, yes you may.
If it starts with L, M, or N,
Walk like a bear coming out of its den.
If it starts with O, P, or Q,
Bend way down and touch your shoe.
If it starts with R, S, or T,
Flap your wings like a busy bee.
If it starts with U, V, or W,
Hop around like a kangaroo.
If it starts with X, Y, or Z,
Point your finger and shout, "That's me!"

If Your Name Starts With**

(Sung to the tune of "If You're Happy and You Know It") Key: F Major

If your name starts with *A* turn around
If your name starts with *B* touch the ground.
If your name starts with *C* then stand up and
touch your knee.
Clap your hands if your name starts with *D*.

If your name starts with *E* wink your eye
If your name starts with *F* try to fly.
If your name starts with *G* blow a kiss up
here to me.
If your name starts with *H* say "Hee Hee!"

If your name starts with *I* tap your toe.
If your name starts with *J* say "Ho Ho!"
If your name starts with *K* then stand up
and start to sway.
If your name starts with *L* say "Ole!"

If your name starts with *M* make a smile.
If your name starts with *N* shake awhile.
If your name starts with *O* put your elbow
on your toe.
If your name starts with *P* say "I know!"

If your name starts with *Q* raise your hanc
If your name starts with *R* you should star
If your name starts with *S* you should pat
your head, I guess.
If your name starts with *T* say "Oh, yes!"

If your name starts with *U* touch your eye
If your name starts with *V* pat your thigh.
If your name starts with *W, X, Y,* or *Z*
Then stand up and take a bow and say
"That's me!"

* *The Sourcebook: Activities for Infants and Young Children*, George W. Maxim (Columbus, OH: Merrill, 1990). Permission pending.
** *Sing and Learn*, Carolyn Meyer and Kel Pickens (Carthage, IL: Good Apple, 1980). Permission pending.

CURRICULUM AREAS: MUSIC/MOVEMENT

Materials:

Handmade ABC by Linda Bourke; split peas; glue; paper

Vocabulary:

aerobics	Braille
alphabet	sign language

Experience:

The teacher can:

- explain that the poem below is about the shapes of capital letters and tell the children to try to see the letters with their imaginations.
- display an alphabet chart.
- read the following poem:

O is as round as a big red ball*

O is as round as a big red ball.
T stands straight, upright and tall.
W is a zigzag, and so is Z.
S is as curvy as curvy can be.
B has two bumps, while P has one.
A looks like a tent ready for fun.
J is like the handle of an umbrella.
X looks like quite a mixed-up fella.
Y has two arms reaching way out wide.
Q is like O with a tongue outside.
Now we've all made letters from A to Z,
Bringing them to life for all to see!

The children can:

- listen to the poem again, this time acting out letters of the poem.
- play a game making the letters as the teacher calls them out.
- spell their names by making letter shapes with their bodies.

Additional Resource:

The teacher can read *Grover's Own Alphabet*, by Sal Murdocca (A Sesame Street Book), which shows Grover doing alphabet aerobics.

Follow-up:

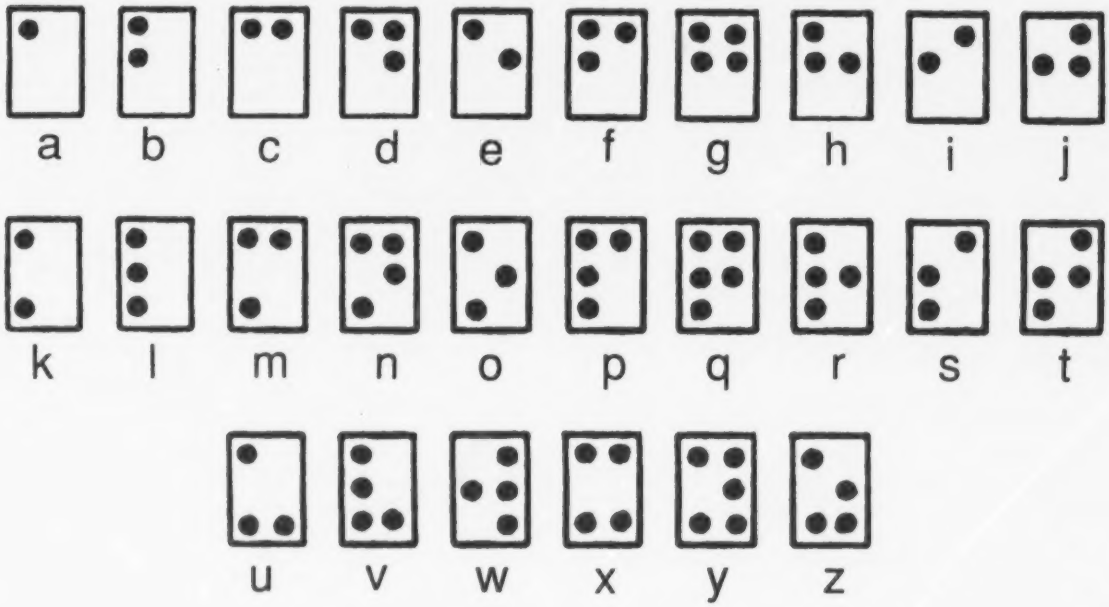
- Read *Handmade ABC* to the class. Children can practice the sign alphabet, fingerspelling their initials or their names.
- Introduce the Braille alphabet. The children can write their names in Braille or label pictures with the Braille letters. (see next page).

* *All-Year Fun/Macmillan Seasonal Activity Packs*. Permission pending.

YOUR NAME IN BRAILLE

Directions:

Put each letter on a 2" x 3" piece of tagboard. Make Braille letters by gluing split peas onto each tagboard card. Then staple all 26 tagboard cards to a large piece of heavy paper.



○○	○○	○○	○○	○○	○○	○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○	○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○	○○	○○	○○	○○	○○	○○

1. Print your first name neatly in the top row of boxes. Put one letter in each box.
2. Look at the Braille alphabet. Then, use your pencil to lightly color in the correct dots below each letter to spell your name in Braille.
3. Glue the split peas to each circle you have colored in with your pencil.

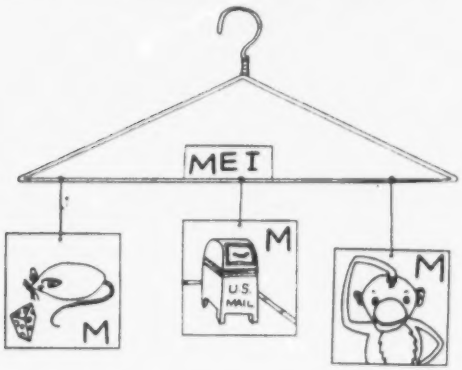
CURRICULUM AREAS:
ART/LANGUAGE ARTS

Materials:
wire hangers, dowel rods, small branches or pipe cleaners, catalogues and magazines, drawing materials, paper, glue, colored yarn or thread, pre-cut shapes of construction paper, hole puncher

Vocabulary:
beginning sounds mobile

Experience:
The teacher's name is written on the board. The children brainstorm words that begin with the same initial sound as the teacher's name. The teacher records this list on the board.

The children can:
- write their first names on paper.
- cut out or draw pictures of things they like that begin with the same initial sound as their names.
- glue pictures to the pre-cut paper.



The teacher can:
- help the children punch a hole in each picture.
- help the children tie their pictures to the base of the mobile.

As another option, the children can cut out or draw pictures that begin with the same sound as each letter in their name.

FOLLOW UP:

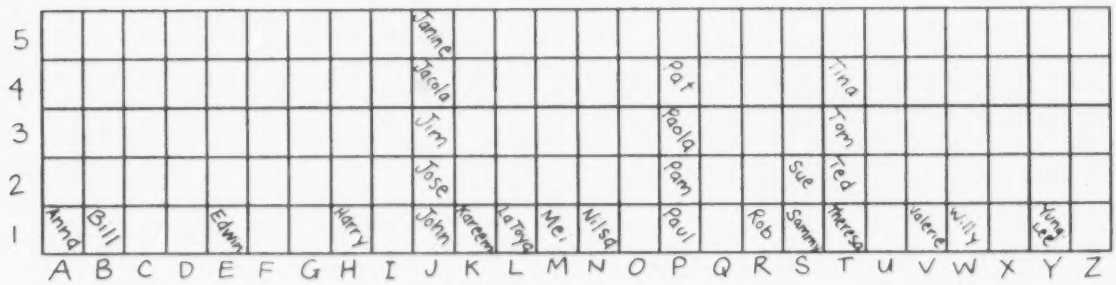
Materials:
markers, 2" x 2" paper, glue or tape, butcher paper or bulletin board paper

The teacher can:
- make a grid of 2" squares on the butcher paper
- make the grid 26 squares across and 10 squares high.
- write a letter of the alphabet under each square.

The children can:
- print their own names on a square of paper.
- glue or tape their names onto the grid above their initial letter.

The teacher can ask:
- Are all the names in the right place?
- Which column has the most names?
- Which column has the least names?
- Do any of the columns have the same number of names?
- Do any of the columns have no names?

With What Letter Does Your Name Begin?



CURRICULUM AREAS:
SOCIAL STUDIES/MATH

Materials:

large world map, pushpins, globe, different colored yarn, multilink cubes, chart paper, markers

Vocabulary:

country	migration
distance	state
immigration	travel
measure	

Experience:

The teacher can:

- help the children locate their or their caregivers' places of origin.
- help the children mark the route between New York City and the place of origin.

  Note: If the purpose of this lesson is to show places of origin, a wall map and pushpins are sufficient for the activity. But if the class is measuring the distance between New York and a country of origin such as Japan, children need to use a globe to see that there are two possible ways to plot distance: (1) from New York City, eastward over the the Atlantic Ocean, the European and Asian continents to Japan; and (2) from New York City, westward over the United States and the Pacific Ocean to Japan.
- discuss the shape of the globe. How is it similar to a ball or a balloon? How is it different?

The children can:

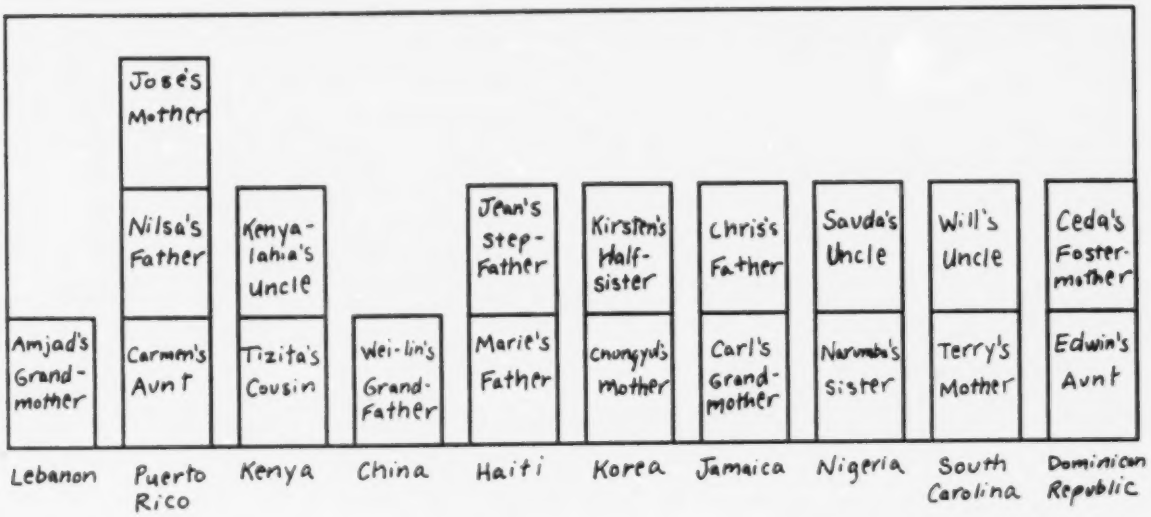
- use cubes or blocks to measure the distance of the yarn routes. Compare the distances.
- discuss how their language and heritage may have influenced the choice of their names.

Follow-up:

The children can make a bar graph showing how many caregivers come from each country.

The teacher can ask:

- Are there any similarities among the names in each column?
- Do the names tell us about where your families come from?
- How can you guess people's heritages by their names?



CURRICULUM AREA:
LANGUAGE ARTS

Materials:

traditional storybook, experience chart tablet, markers, drawing paper, crayons, materials to make puppets. computers and Print-Shop disk (optional)

Vocabulary:

author	personality
character	re-write
characteristic	trait

Preliminary Activity:

The teacher can:

- read *Little Red Riding Hood* to the class.
- elicit and record the names of the characters from the children (the Big Bad Wolf, the Woodcutter, Grandmother, etc.).
- discuss how names set a mood and give clues to the character's personality. Use examples from the story.

Experience:

The children can:

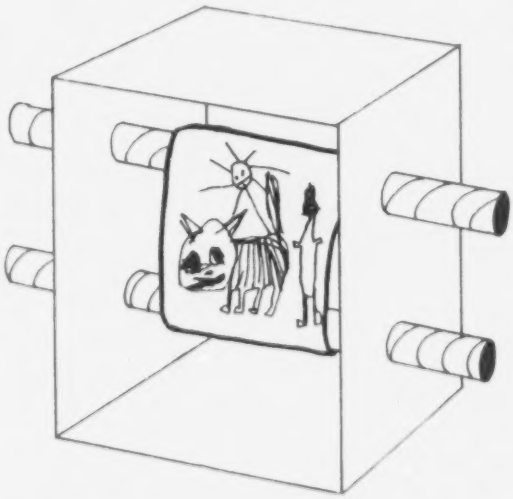
- brainstorm a list of names to be used in a new, re-written version of the story (e.g., Little Neon Surfer Girl, the Lifeguard, the Big Bad Jellyfish, etc.).
- vote on the names to use in the class version.
- suggest a sequence of story events involving the new characters.

The teacher can:

- record the re-written story on chart paper.
- help the children to read it together.

Follow-up:

- Create puppets for the new version of the story. Make a puppet theater using cardboard boxes, refrigerator cartons, overturned desks, etc.
- Use the Print-Shop disk to create computerized invitations, or have the children draw and write their own, to invite another class or their caretakers to see the show. Be sure to include the time, location, date, title, and authors on the invitations.
- Make a "filmstrip" as follows:
  - — The children can illustrate each story event on drawing paper.
  - — Tape all the pictures together vertically to make a scroll.
  - — Cut out the side of a cardboard box. This is the screen for the filmstrip.
  - — Cut holes in the side of the box large enough for paper towel rolls or dowels, which will act as rollers.
  - — Slip in the rollers.
  - — Tape each end of the scroll to a roller.
  - — Don't forget to include a title page and an author page!
  - — Roll your filmstrip to see the story.
  - — The children may also tape record the story to play as the filmstrip rolls.



- Discuss geometric shapes as they relate to the filmstrip projector (e.g., box, rectangle, square, cylinder). Ask:
  - — Why is a cylinder needed? Why wouldn't square holders work? Why does a cylinder work (i.e., what are the properties of a cylinder)?

ANIMAL NAMES AND HABITATS

LEARNING EXPERIENCE II

Concepts:

- Animals can be identified by their physical characteristics.
- Each language has its own name for animals.
- Animal babies and pets have special names.
- Habitats are places where animals live.

Preliminary Activity:

- Read *Grover's Book of Cute Little Baby Animals* by B.G. Ford, or *Animal Babies* by Harry McNaught.
- Ask children to recall the names of the animals and their babies.
- Record the response on chart paper as suggested:

Animal	Baby
zebra	colt
horse	foal
cow	calf
dog	puppy
rabbit	bunny
pig	piglet
chicken	chick

Children may be asked to share the names they call the listed animals in their home languages. The other children may be given opportunities to repeat the names in order to learn the new words.

When I see a cat, I call it a cat
but others call it *gato*. (Spanish)

When I see a dog, I call it a dog
but others call it *perro*. (Spanish)

When I see a bird, I call it a bird
but others call it *zwazo*. (Haitian)

When I see a fish, I call it a fish
but others call it *poisson*. (French)

The name grid may be continued using name words in English and other languages. For example:

English	Español
Dog	Perro
Cat	Gato

CURRICULUM AREAS: LANGUAGE ARTS/MUSIC

Materials:

chart paper, markers, poems about animal sounds, flash cards with sound words (e.g., moo, oink, bow wow, hiss) and animals' names

Experience:

The teacher can:

- recite "Bow-wow, Says the Dog" with the children.

Bow-wow, Says the Dog*

Bow-wow, says the dog;
Mew, mew, says the cat;
Grunt, grunt, goes the hog;
And squeak, says the rat.
Who-o-o-o, says the owl;
Caw, caw, says the crow;
Quack, Quack, goes the duck;
And moo, says the cow.

- elicit from the children the sounds animals make.
- write the sounds on chart paper next to each animal's name as suggested below.

Animal	Sound
dog	bow-wow
pig	oink
cat	mew-mew
owl	who-o-o
duck	quack
cow	moo
horse	neigh

The children can:

- share in their home languages, the sounds animals make.
- sing "Old MacDonald Had a Farm" and include the animals and sounds on the class chart.
- learn a farm poem from South America in English and in Spanish. Children who are conversant in Spanish may help others to pronounce the Spanish words.

My Farm

Come and see my farm,
It is so beautiful.
Come and see my farm,
It is so beautiful.

The little chicken goes like this:
"pio-pio"
The little chicken goes like this:
"pio-pio"

(Chorus)
O come, my friend, o come my friend,
Come along, come along with me.
O come, my friend, o come my friend,
Come along, come along with me.

The little puppy goes like this:
"guau-guau"
The little puppy goes like this:
"guau-guau"

(Chorus)
O vas, camarada, vas camarada
Vas, o vas, o vas.
O vas, camarada, vas camarada
Vas, o vas, o vas.

(same first 4 lines as Verse 1)
The little pig goes like this:
"oink-oink"
The little pig goes like this:
"oink-oink"

(Repeat chorus in English and in Spanish)

* *The Sourcebook: Activities for Infants and Young Children*, George W. Maxim (Columbus, OH: Merrill Publishing, 1990), p. 181. Permission pending.

Follow-up:

The teacher may prepare two sets of flashcards, one with the names of the animals and another with the sounds the animals make. The sound cards may be placed on the chalkboard ledge and the name cards distributed to the children. (Try to have enough cards for each child to participate.)

Children can be asked to name the animal on the flashcard and select its matching sound.

My card is cat.
The cat says, "Mew, mew."

My card is duck.
The duck says, "Quack."

Another version of the game would be to distribute name and sound cards to the children and ask them to find the matching ones:

"I am a cat.
Who has my sound?"

"I am a dog.
Who has my sound?"

As an enrichment, the children can learn the poem, "Where Do These Words Come From?" All of the English names in this chant are derived from Native American languages.

Where Do These Words Come From?*

Hominy, succotash, raccoon, moose.
Succotash, raccoon, moose, papoose.
Raccoon, moose, papoose, squash, skunk.
Moose, papoose, squash, skunk, chipmunk.
Papoose, squash, skunk, chipmunk, muckamuck.
Skunk, chipmunk, muckamuck, woodchuck.

— *Charlotte Pomerantz*

* *Sing A Song of Popcorn*, selected by Beatrice Schenk de Regniers (New York: Scholastic Inc., 1988). Permission pending.

CURRICULUM AREA: SCIENCE/SOCIAL STUDIES

Materials:

magazines, zoo brochures, glue, scissors, crayons, markers, 3" x 5" cards

Vocabulary:

match puzzle zigzag

Experience:

The teacher can:

- demonstrate how to create animal puzzles by cutting 3" x 5" cards in a zigzag pattern and pasting or drawing a picture of an adult animal on one part and its baby on the other.
- label each picture with its proper name.

The children can:

- create puzzles of animals and their babies.
- label the pieces.
- play a matching game with friends.

Follow-up:

The puzzle pieces may be placed in a container in an appropriate Learning Center so that children may share their experiences.

CURRICULUM AREAS: SCIENCE/COOKING

Materials:

electric burner, pot, large cooking spoon, waxed paper, recipe ingredients, chart paper

Vocabulary:

cave	lair	stir
den	mix	tree
farm	mold	warren
habitat	nest	zoo
jungle	pond	

Experience:

The teacher can:

- display pictures or books showing animals in their natural habitats (e.g., *Who Lives Here* by Dorothy Barlowe, or *Home for a Bunny* by Margaret Wise Brown.)
- discuss the places where animals live.
- ask the following questions:
  - — Why do you think this animal has that kind of home?
  - — How did the animal find or make its home?
  - — Could it live anywhere else?
  - — How is its home like people's homes?
  - — What other animals could live in a similar place?
  - — Do you think the home might get crowded? Why?

The children can:

- — draw pictures of animals and their homes.
- — write about their pictures.

My animal is a _____.

It lives in a _____.

CURRICULUM AREAS: SOCIAL STUDIES/LITERACY

Materials:

Books about pets, such as:

- *Harry the Dirty Dog* by Gene Zion
- *Whistle for Willie* by Ezra Jack Keats
- *Curious George* by H.A. Rey
- *Clifford the Big Red Dog* by Norman Birdwell

drawing paper, crayons, markers, picture books and magazines with photographs of actual animals (e.g., *Ranger Rick, National Geographic*)

Vocabulary:

appearance	initial sounds (alliteration)
behavior	pet
characteristics	

Experience:

The teacher may:

- read books about pets with names to the children.
- ask the following questions:
  - — What was the pet's name?
  - — Why do you think that name was chosen?
  - — Can you think of another name for the pet?
  - — What did the pet's name tell about its behavior, characteristics, or appearance?

The children can:

- select a pet (it can be imaginary).
- give the pet a name.
- draw a picture of the pet.
- write or dictate why the name was chosen.
- estimate the cost of purchasing a pet and the cost of its food and supplies.

My pet is a dog.
He has spotted fur.
I call him Spot.

My pet is a dragon.
It spits fire.
I call it Flamo!

Note: Selection and inclusion of class pets should be based on whether or not any children in your class suffer from allergies.

CURRICULUM AREAS:
MATH/LANGUAGE ARTS

Materials:
fingerplays and rhymes

Vocabulary:

haystack	perching
pen	tumbling

Experience:
The teacher can invite the children to learn fingerplays and rhymes that are about animals and that contain number concepts. Samples are presented in this section.

Ten Little Chicks*

Two little chicks looking for some more.
(Hold up two fingers)
Along came another two and they made four.
(Hold up two more fingers)
Four little chicks getting in a fix,
Along came another two and they made six.
(Continue to add more fingers as indicated)
Six little chicks perching on a gate,
Along came another two and they made eight.
Eight little chicks ran to the pen,
Along came another two and they made ten.
Run to the haystack,
Run to the pen,
Run little chicks,
Back to mother hen!
(Move all ten fingers back and forth and end by crossing arms and hiding hands under arms.)

Five Little Bears*

Five little cubby bears,
Tumbling on the ground. *(Roll hands over.)*

The first one said,
"Let's look around." *(Hold up thumb.)*

The second one said,
"See the little bunny."

(Hold up index finger.)

The third one said,
"I smell honey." *(Hold up middle finger and sniff)*

The fourth one said,
"It's over in the trees." *(Hold up ring finger.)*

The fifth one said,
"Look out! Here come the bees!"
(Hold up little finger, as fingers of other hand pretend to buzz about.)

- Write ordinal numbers that correspond to the poem: 1st, 2nd, 3rd, 4th, 5th, etc.

Four Little Monkeys*

(Hold up appropriate number of fingers throughout.)

Two little monkeys sitting in a tree,
Were joined by another and that made three.

Three little monkeys in the tree did play,
They chattered and chattered in a happy way.
Three little monkeys wishing for one more,

Another came to join them and that made four.
Monkeys, monkeys, how many do I see?
Four little monkeys sitting in a tree.

- Write addition number sentences that correspond to the poem:

  2 + 1 = 3 3 + 1 = 4

* *The Sourcebook: Activities for Infants and Young Children* George W. Maxim (Columbus, OH: Merrill Publishing, 1990). Permission pending.

Five Enormous Dinosaurs*

(Start with five fingers held up, then fold them down one at a time.)

Five enormous dinosaurs,
Letting out a roar!
One went away,
And then there were four.

Four enormous dinosaurs,
Crashing down a tree,
One went away,
And then there were three.

Three enormous dinosaurs,
Eating tiger stew,
One went away,
And then there were two.

Two enormous dinosaurs,
Having lots of fun,
One went away,
And then there was one.

One enormous dinosaur,
Afraid to be a hero,
He went away,
And then there was zero.

- write subtraction number sentences that correspond to the poem:

5 - 1 = 4

4 - 1 = 3

3 - 1 = 2

2 - 1 = 1

1 - 1 = 0

Follow-up:

Select one of the fingerplays or rhymes for the children to illustrate page-by-page to make a Class Big Book. The verses may then be written on the appropriate pages with number sentences alongside them.

* *The Sourcebook: Activities for Infants and Young Children* George W. Maxim (Columbus, OH: Merrill Publishing, 1990). Permission pending.

CURRICULUM AREAS: LANGUAGE ARTS/ART

Materials:

chart paper, markers, art materials

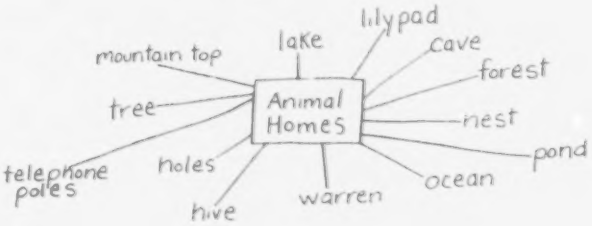
Vocabulary:

air
environment
habitat
land
water

Experience:

The teacher can:

- ask the children to think of the kinds of places where animals live. Prepare a semantic web.



The children can:

- categorize the brainstorming:

PLACES ANIMALS LIVE (HABITATS)

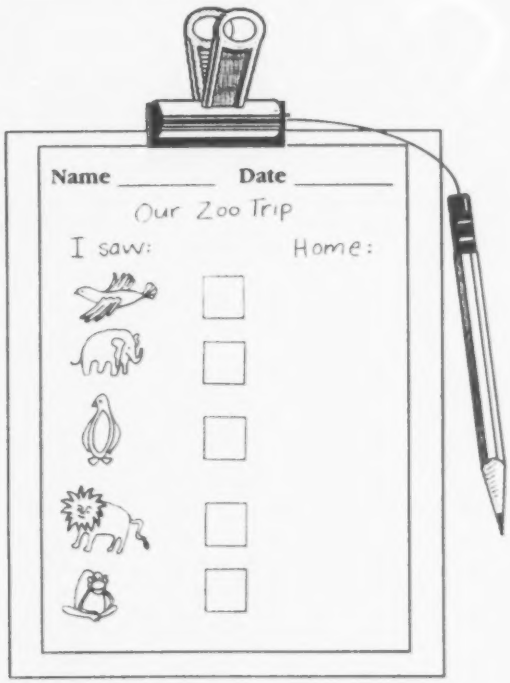
Land	Water
forest	ocean
hole	river
warren	lily pad
mountain top	pond
tree	

Follow-up:

A simple shoebox can bring habitats to life for the children. Ask each child to select a habitat: forest, ocean, desert, farm, rain forest, mountain. Have them create shoe box dioramas that depict the habitat and the animals who live there.

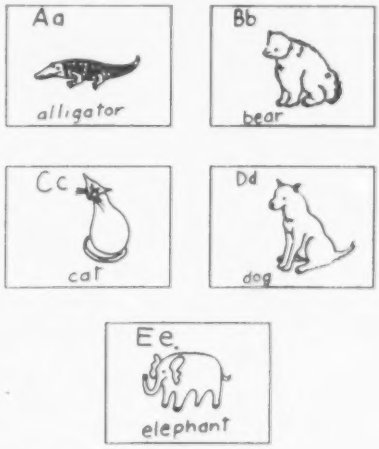
CULMINATING PROJECT

The teacher and children can plan a class trip to a farm or zoo to see how real animals live. A trip board can be prepared to record the animals the children see.



Upon returning to the classroom the children can talk about their experiences and share the trip board information.

A list of *Animals We Know* can be prepared in alphabetical order and displayed in the classroom. Children can then use the name on the list to make individual ABC booklets of animal names with accompanying illustrations.



The teacher can ask the children:

- How many letters are in our alphabet?
- How many animals will we need to make our book if we show one animal and one letter together on each page?

THEME B: FAMILIES

The theme "Families" is important for first graders because it focuses on the development of the child as an individual as well as a member of the home, school, and world community. Children will find out about rules and responsibilities and how family members work and play together.

Families offer children opportunities to find out about their own heritage and the culture and traditions of others. Children will learn about a range of career choices and will come to see that both men and women of diverse ethnic backgrounds often perform similar tasks. The theme contains the following learning experiences: Families at Home; The School Family; Career Roles of Family Members; My Face and My Body; and Family Customs, Traditions, and Celebrations.

Activities are presented that build self-esteem and foster good health practices. Stories, dances, songs, and poems are included to enrich the multicultural experiences in this theme.

BROAD-BASED GOALS

- To understand that there are similarities and differences among families.
- To appreciate that each family is unique and has a special heritage, culture, religion, and traditions.
- To understand that family members are interdependent.
- To recognize that the school community is like a family, even when its members belong to diverse ethnic groups or have different family structures at home.

The issues surrounding family may be very sensitive for children. Teachers should be aware of differing family structures. (See "Appendix A: Societal Concerns" on page 333 of this guide.) Every child should feel included and comfortable with discussions of family.

The living places of children may be another sensitive topic. When presenting the learning experiences in this section, teachers should be aware of children who live in shelters, hotels, group homes, or other alternative housing.

Communication Arts

- Listening to stories
- Retelling stories in sequence
- Learning poems, chants, fingerplays about families
- Finding out about sign language as a means of communication
- Interviewing parents and school workers about careers
- Making original books
- Comparing class charts
- Writing and solving riddles
- Writing and preparing interview questions
- Making scrapbooks
- Learning words in other languages
- Writing New Year's resolutions
- Enjoying tales from other cultures
- Sharing cultural traditions
- Making family booklets

Music/Movement

- Learning dances from many cultures
- Singing songs from around the world
- Playing games from other countries
- Planning a Labor Day Parade
- Playing indoor and outdoor games
- Exercising

Families

Art

- Making career collages
- Making puppets
- Designing paper hats
- Creating dragon masks
- Forming abstract popcorn designs
- Creating Vietnamese wall hangings
- Making a New Year's Resolution Doll
- Using various media to create artwork
- Making a mural
- Making family banners

Science

- Observing types of buildings
- Recording data on charts
- Learning about healthful foods
- Exploring physical properties of different materials
- Making occupational playkits

Health/Cooking

- Appreciating that families from different cultures eat different foods
- Sharing foods from diverse cultures
- Maintaining a chart of good health practices
- Learning about good hygiene
- Finding out about dental health
- Discussing morning routines
- Making popcorn as a treat
- Dipping apples in honey
- Sharing Rosh-Hashanah Challah
- Experiencing multiethnic foods
- Exploring family living
- Finding out about dental care

Social Studies

- Learning that family members are interdependent
- Appreciating the uniqueness of families
- Observing similarities and differences of families
- Understanding family rules and responsibilities
- Developing respect for cultural diversity, heritage, cultures and traditions
- Identifying careers of family members
- Making a family tree
- Going on school and neighborhood walks
- Appreciating the diversity of ethnic groups in the community
- Recognizing that there are different kinds of families
- Learning about people with disabilities
- Learning about family celebrations and holidays
- Seeing the school as an interdependent community
- Mapping the school
- Mapping rooms at home
- Recognizing that workers in similar jobs come from diverse cultures
- Learning that all jobs can be performed by both genders
- Understanding that holidays have cultural symbols
- Learning that the same holiday can be celebrated by many cultures in different ways
- Developing understandings for peace and harmony

Mathematics

- Measuring ingredients
- Estimating distances
- Counting objects on a graph
- Classifying by attributes
- Distinguishing spatial relationships
- Locating numbers in the neighborhood
- Observing shapes in the environment

FAMILIES AT HOME

LEARNING EXPERIENCE I

Concepts:

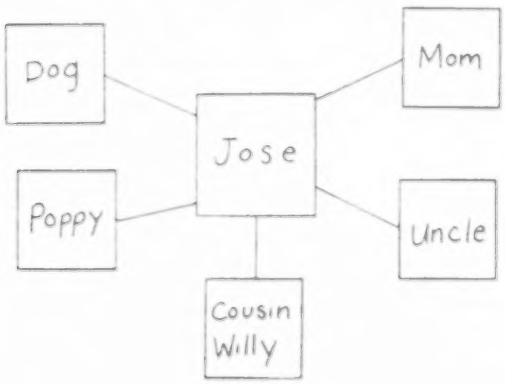
- There are many kinds of families.
- Family members help each other.
- Family members share responsibilities.
- Families preserve and celebrate the customs and traditions of their cultural heritage.

Preliminary Activity:

- Read *All Kinds of Families,* by Norma Simon, to the children. Ask the children:
  - — What is a family?
  - — What do families do together?
  - — Do members of a family always live in the same place?
  - — What are some special names we use to show that people are members of the same family?

Write the words "A Family Is . . ." on the chalkboard. Record the children's responses. (Some of the children's responses may be in their home language, such as *abuela* for grandmother, or *tio* for uncle.) Children will learn that their families are similar to some families and different from others.

The list of family members can be used by the children to make a semantic map or family tree that is unique to them.



The children's family trees may be displayed in the room.

On another day the teacher may ask, "Why is your family special?" After listening to the children's responses, drawing paper may be distributed for each child to make a picture of an activity or experience that answers the questions. The pictures may be assembled and made into a class "Family" booklet.

Experience:

At a meeting time, the teacher may:

- discuss with the children that their class is a part of the school community, sharing space and materials, and helping each other to learn and grow.
- ask the children to think of ways that members of their families work together and share family responsibilities.
- elicit from the children jobs or chores that they do at home to help their families. Record the responses on chart paper.

  José walks the dog.
  Marilyn dries the dishes.

- The children may dictate or write the jobs that they do at home on the chart paper.

When the dictations are displayed in the classroom, children will see that all families share common responsibilities even though individual tasks may differ.

Follow-up:

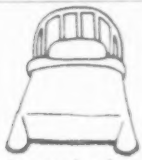
Using the children's list of chores, develop a chore chart of family tasks that the children may do. A letter may be sent home to the parents telling them how to help the children place a check in the appropriate boxes when tasks are done at home. The chore chart will demonstrate to children that members of families of diverse cultural backgrounds all help with family responsibilities.

The teacher can ask:

- On which day do you do all your chores?
- On which day do you do the fewest chores?
- Which chore do you do the most often?
- Which chore do you do the least often?
- What chore or chores will you do today?
- What chore or chores did you do yesterday?
- What chore or chores will you do tomorrow?

Chore Chart

Name _____ Week of _____

CHORES	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
I set the table.							
 I made my bed.							
I swept the floor.							
I took out the garbage.							

CURRICULUM AREA: MATHEMATICS

Materials:

graph paper, drawing paper, crayons

Vocabulary:

females	graph	member
males	horizontal	vertical

Mathematics Skills:

collecting and organizing data, graphing

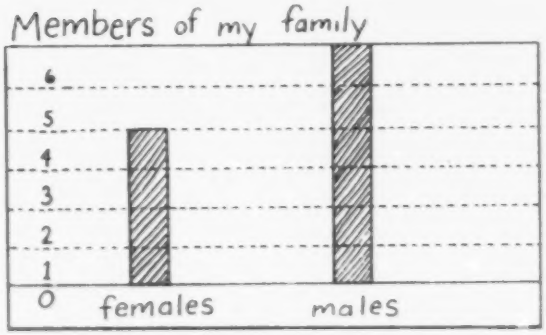
Experience:

The children can:

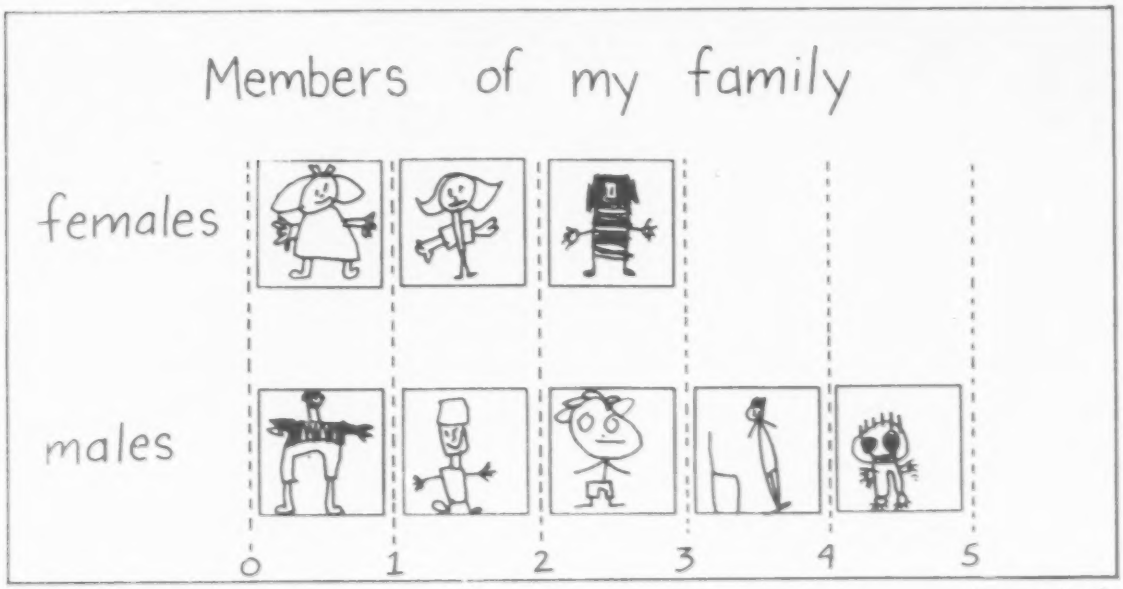
- tally the number of females and males in their families for construction of a personal graph entitled "Members of My Family."

The teacher can:

- ask the children the following questions that children should be able to answer by reading their graphs:
  - — How many females does your graph show?
  - — How many males does your graph show?
  - — Are there more males or females on your graph? (The teacher should write number sentences to illustrate the children's answers.)
  - — Do you have fewer males or females in your family? Explain. (The teacher should illustrate the children's responses with number sentences.)



Note: Children should be encouraged to develop pictographs and bar graphs on horizontal and vertical planes. They can include as many planes of numbers as needed.



(as needed)

CURRICULUM AREAS:
SOCIAL STUDIES/MATHEMATICS

Materials:

pictures of houses from magazines or books, drawing paper, crayons.

Vocabulary:

bricks	shrubs	square
circle	steps	stoops
concrete	stones	windows
decorations	stories	wood

Experience:

The teacher may:

- display pictures of a variety of houses from books and magazines.
- ask the children to compare and contrast the different structures.

The children can take a walk in the neighborhood around the school building to observe some of the houses in which the children live. A trip board can be prepared to record:

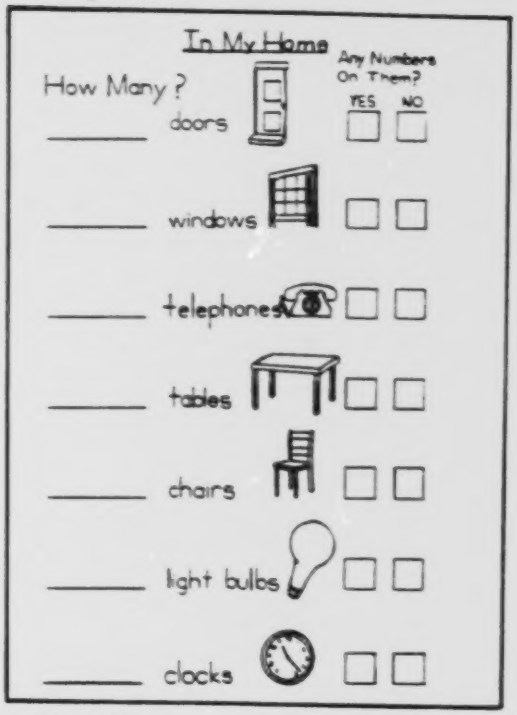
- the variety of building materials used.
- the colors of the paint.
- the shapes of window decorations.
- the shapes of chimneys and roofs.
- gardens, lawns, shrubs and trees.
- stoops and steps.
- the number of stories or floors.
- the number of families in each house.
- the shapes of different buildings.

Mathematics Skills:

understanding the difference between odd and even numbers, sequencing, shapes/geometry, patterns.

The teacher can:

- help the children understand the system of numbering addresses of houses and stores (e.g., that odd numbers are on one side of the street and even numbers on the other; the sequence of numbers, what numbers addresses consist of [e.g. 69-30 or 103].
- help children to notice the shapes of windows, doors, buildings, chimneys, and roofs (e.g., some roofs have water towers that are cylindrical).
- Children can also complete the chart "In My Home" with the help of parents or caregivers.



Follow-up:

Upon returning to the classroom, the children may draw pictures of their homes and construct a giant "Our Homes" class book, or make a 3-D diorama of the neighborhood using corrugated paper or milk containers.

The children will find out that people from diverse ethnic groups live together in a variety of homes in the same neighborhood.

CURRICULUM AREA: MATHEMATICS

Materials:

2" oaktag squares, graph paper, trays or boxes, crayons

Vocabulary:

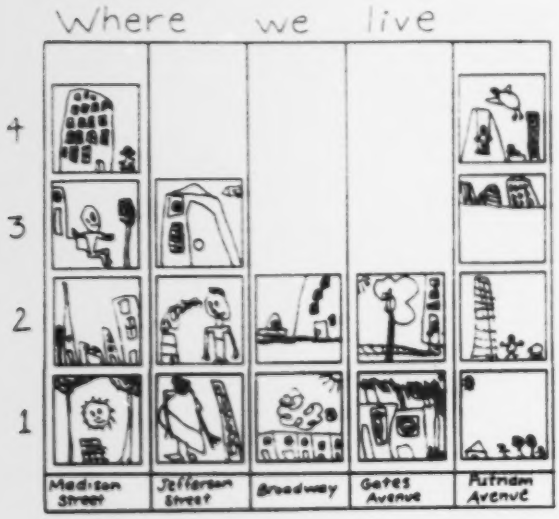
apartment house
one-family house
project
shelter
two-family house
street names in the neighborhood

Experience:

- Distribute 2" squares to the children. Ask them to draw pictures of their homes and to write the street address on the back of the pictures. Label small trays or boxes to represent the streets on which the children live.
- Ask the children to place their paper houses in the appropriate trays or boxes, which are labeled with their respective numbers or names.
- Call upon volunteers to count the number of houses in each tray or box.

Follow-up:

- Make a pictograph to show the number of children who live on each street in the neighborhood of the school. Children can take their 2" houses from the trays and attach them to the graph.



- Children in multi-ethnic classes will discover that people from diverse ethnic groups share the streets and houses in the neighborhood.
- The class can interpret the graphed data orally or on chart paper. Questions should include:
  — How many?
  — Which has more?
  — Which has less?

For children in single-ethnic classrooms, show filmstrips, pictures, or books of families in multi-ethnic neighborhoods.

Note: Many city streets have numbers rather than names. The pictograph should reflect the students' neighborhood.

CURRICULUM AREA: LANGUAGE ARTS

Materials:

camera, film, bulletin board, small pieces of sentence strip, markers

Vocabulary:

older
photographs
relative
younger

Experience:

The teacher can:

- take pictures of individual children in the class.
- ask the children to bring in photographs of their family members.
- assist the children in writing one or two sentences about the pictures.
- make a bulletin board display and provide a special space for each child's picture.

Follow-up:

The children can:

- share something special about their families.
- share something similar about their families.

CURRICULUM AREA: LANGUAGE ARTS

Materials:

selected poems, experience chart paper, wide-lined penmanship paper, crayons, drawing paper.

Vocabulary:

family member names

Experience:

- Write family poems on chart paper.
- Read the poems with the children.
- Compose original class poems about families.

Follow-up:

- Help the children write and illustrate short poems about their own families.
- The following is an example of a family poem:

Some Things
Don't Make Any Sense at All*

My mom says I'm her sugarplum.
My mom says I'm her lamb.
My mom says I'm completely perfect
Just the way I am.
My mom says I'm a super-special wonderful
terrific little guy.
My mom just had another baby.
Why?

by Judith Viorst

CURRICULUM AREA: SCIENCE/MATHEMATICS

Materials:

books about caring for pets, books about animals, empty milk containers, labels, magazines, scissors

Vocabulary:

farm	pet	wild
jungle	tame	zoo

Skills:

classifying, counting, attributes, measuring, sequencing, patterns

* *Free to Be . . . A Family*, by Marlo Thomas. (NY: Bantam Books, 1987). Permission pending.

Experience:

The teacher may:

- ask the children if any animals live with their families. Would you want a pet? Why or why not? Which animals make good pets?
- develop a chart and record the children's responses. Children will discover that animals share places in which to live and that animals exhibit similarities and differences just as humans do.
- discuss the terms "wild" and "tame" animals.
- brainstorm the places where animals live. Use play animals or animal pictures for a categorization activity involving the places different types of animals are found.

The children can:

- classify family pets by various attributes and display their findings in a graph. Examples of attributes are:

  dogs, cats, birds, fish

  or

  fur, feathers, scales

  or

  walk, fly, or swim

- answer the following questions:
  - — Do we have more _____ than _____?
  - — How many more _____ than _____ are there?
  - — Which category has the most?
  - — Which category has the least?

Follow-up

- Using a calendar, the children can keep a daily record of the days on which they feed their pet, and the approximate amount of food their pet requires (use standard measurement, e.g., one cup, 1/2 cup, teaspoons/tablespoons), and how often they feed their pet each day.

The children can compare their calendars to see which pets need:
— to be fed more frequently.
— larger amounts of food.
— dry food.
— liquids.

- Children can weigh a pet once a week. Record the weight and graph the results. Compare a pet's weight to the weight of another pet. Estimate how much a pet will grow in a week or month.
- Measure the height or length of a pet. Record the results.
- Using all the information they have gathered on pets, the children can discuss which pet they think needs the most care.

The children can:

- listen to the song "Animal Crackers in My Soup." Sort, classify, and graph the different kinds of animals in a box of animal crackers.
- listen to the song "Talk to the Animals," and/or Aileen Fisher's poem "Feathered Ones and Furry."
- make a Pet Care Book about their favorite pet. Children can work individually, in pairs, or in small groups.

CURRICULUM AREA: HEALTH/MATHEMATICS

Materials:

chart paper, unruled 3" x 5" index cards, crayons, take-home charts

Vocabulary:

brush	good health practices
cleanliness	wash
comb	

Experience:

The teacher can:

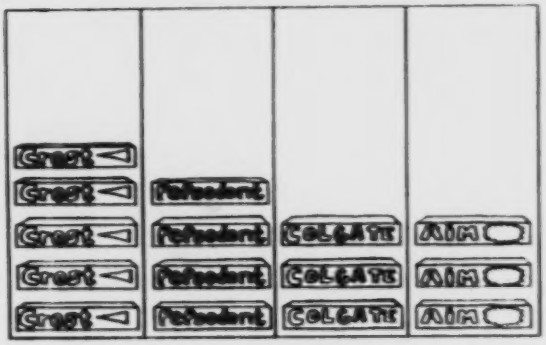
- write the following verses on chart paper. They can be sung to the tune of "Here We Go 'Round The Mulberry Bush."

  This is the way we wash our face
  brush our teeth
  comb our hair
  wear clean clothes
  go to school
  so early in the morning.
- lead the children in singing the song and performing the actions.
- discuss the contribution of each routine as it relates to personal health.
- help the children compose a cooperative story on chart paper about their own daily health practices:
  — Milagros wears a clean shirt to school.
  — Jerry brushes his teeth with toothpaste.
  — Shakira curls her hair with her own comb.
- distribute 3" x 5" unruled index cards or oaktag pieces to each child.

The children can:

- draw pictures of their morning routines.
- put the completed cards in the order that corresponds to their own daily health practices.
- share their sequence stories with the class.

- conduct a survey of the kinds of toothpaste they use:
  - — Which is the class favorite?
  - — Which is the second favorite?
  - — How many more children selected the favorite than the second favorite?
  - — Which is the least favorite?



This activity is more fun if children bring in empty boxes of their favorite toothpaste. The boxes are then stacked according to brand name. Results can then be translated to a class chart of individual charts.

The shape of the boxes may be discussed or graphed, too, as well as the weight shown on the boxes.

- learn the poem "I Take Care of Myself."

When I go to school each day,
These things I do with care:
I wash my face,
I brush my teeth,
I always comb my hair.

Children will discover that good daily health practices can lead to a better life.

Follow-up:

A chart can be sent home with an accompanying letter explaining to parents how to use it to monitor children's morning health routines. During the week, children can place tally marks in each column as they perform the health practices indicated.

GOOD HEALTH PRACTICES

NAME OF CHILD: _____ WEEK OF: _____

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Wash my face							
Wash my hands							
Brush my teeth							
Comb my hair							
Wear clean clothes							
Go to school							

CURRICULUM AREA: HEALTH

Materials:

That's What Friends Are For by Heide and Van Clief; *Handmade ABC* by Linda Bourke.

Vocabulary:

disabled

Experience:

The teacher can:

- read *That's What Friends Are For* to the children and ask:
  - — What was Theodore's disability?
  - — How did his friends try to help him?
  - — If you were his friends, how might you have helped him?
- discuss with children ways that members of some families might be disabled or may be unable to use all of their body parts. Make a list of the responses on the chalkboard.

The children can:

- suggest ways other members of the family can help.

If someone cannot see, _____
If someone cannot hear, _____
If someone cannot walk, _____

Follow-up:

The children should think of something that they would like to be able to do (such as swim, ride a bicycle, drive a car, skate, jump rope) but cannot. The children may discuss their feelings and how they might change the situation.

Using the book *Handmade ABC*, the children may learn sign language and use it in the classroom at appropriate times, such as for lining up or as signals to change activities.

CULMINATING PROJECT

- The teacher may read a story to the class about holidays and celebrations enjoyed by families in the United States as well as families in different parts of the world.
- The children may discuss:
  - — What is a holiday?
  - — What is a celebration?
  - — What are the names of some holidays you know?
  - — Which holidays do you and your family celebrate?
  - — What are some of the special ways you celebrate?

  Suggested topics might include activities, foods, games, visits, purchases, and clothing.

  Suggested books are: *A Family in Jamaica*, by John and Penny Hubley; *Nini at Carnival*, by Errol Lloyd; and *Ty's One-Man Band*, by Mildred Pitt Walter.
- The children may contribute to a class mural depicting an event or celebration in their family. This project may be displayed at a parent-child gathering that might include cultural foods, music, stories, and traditional clothing.
- When discussing holidays and celebrations, the class may develop a "Holidays Around the World" calendar (big book). The class can develop representational symbols to mark celebrations of various cultures.
- Cooking activities provide good opportunities for integration of the mathematics strand of measurement. Such concepts as full, level, and equal amounts should be explored and explained to the children. Children, with parents or caregivers, can share a favorite recipe to be included in a multicultural class cookbook.
- As an ongoing activity, each monthly classroom calendar should indicate some of the holidays and celebrations mentioned by the children. Children can anticipate and prepare to share some aspect of their respective cultural traditions.

The teacher may invite the class to participate in holiday celebrations and cultural events of other children in the group. Children who describe a particular holiday may share feelings, memories and cultural information about the occasions. Parents may be encouraged to visit the classroom to share the richness of their heritage. The teacher should assist the children in composing a "Celebrations We Know" book to record each event. If possible, photographs can be included of classroom activities related to the variety of cultural experiences shared by the class.

See that every ethnic or religious group represented in your class is included in the cultural activities. Include children whose family beliefs do not permit participation in holiday celebrations by having them tell about a family tradition. A prior discussion with families that do not participate in holiday celebrations is advised.

THE SCHOOL COMMUNITY

LEARNING EXPERIENCE II

Concepts:

- The school community is an interdependent community.
- There are many workers in the school.
- Every worker has an important job.
- Workers in the school depend on each other.

Preliminary Activity:

Take the children on a walking tour around the school building. Ask the principal, assistant principal, guidance counselor, lunchroom staff, custodian, health aide, librarian, and school secretary if your children may visit with them. Plan a written schedule of visits for display in the classroom. The tour will be more successful if only one or two stops are planned each day. In that way, children will have adequate time to ask questions and to observe people at work.

The following questions may be written on chart paper to focus the children prior to the tour and as a discussion guide upon returning to the classroom.

- What is the person's job in the school?
- What work does the person do?
- What tools does the person use?
- What is special about this worker?
- Why is this job important to the school?
- What special training did the person need?
- How is the school community like a family?
- In what ways do people in our school work together and help each other?

CURRICULUM AREAS:
SOCIAL STUDIES/MATHEMATICS

Materials:

kraft paper, markers, crayons

Vocabulary:

auditorium lunchroom office
library

Skills:

mapping, direction, spatial sense, keys, scales, estimation, counting

Experience:

The children may design a mural or map of the school building showing the rooms where the various people work. They may draw pictures of the workers and write their titles and room numbers on the map. The completed map may be displayed on a bulletin board.

Children who are engaging in a map-making activity need to develop a sense of direction. The teacher should give the children experience with terms such as: next to, to the right of, to the left of, at the bottom, at the top, near, closest to, furthest away.

- It is suggested that brown paper (or an old shade) be placed on the floor and that children use boxes and containers to lay out their design in advance. The boxes can be moved and repositioned if needed. After children have decided that the map represents the correct location of rooms and furniture, the shapes can be traced and labelled.
- Have the children work on a map of their own classroom before attempting to map the school. Remember, the children will only see one floor at a time, so divide the class into teams to map each floor.

CURRICULUM AREA: MUSIC/MOVEMENT

Materials:

oaktag, hole punch, string, markers

Vocabulary:

titles of school employees

Experience:

The teacher can:

- prepare oaktag signs with the titles of various school workers, such as principal, nurse, secretary, and lunchroom worker.
- punch holes in the signs and attach strings to them.
- select children to wear the signs.

The children can:

- form a circle, and recite the verses of the poem about workers, as they march around.

School Workers

We are walking in a circle,
We are marching to the beat.
Now it's time for everyone to meet
Principal, principal, how do you do?
We are so happy to say hello to you.

(Repeat the verses, substituting titles of the various school workers each time the poem is recited. When the worker's title is recited, the child wearing the sign steps in the middle of the circle, and the other children stand in place and clap as they continue reciting the verse.)

Children will understand that adults from diverse cultures and of both genders perform the same and different jobs in the school and that all are important to the school community.

Follow-up:

- The children may cut pictures of school workers from newspapers or magazines.
- The teacher should guide the children in using the pictures to create a collage of school workers that includes a diversity of people. (The children may need to be encouraged to choose pictures which depict non-sexist job roles, disabled people in productive jobs, and people from diverse ethnic backgrounds performing similar tasks.)

CURRICULUM AREA: LANGUAGE ARTS

Materials:

chart paper, drawing paper, crayons

Vocabulary:

broom	names of workers in the school
desk	office
mop	typewriter

Experience:

The children may write thank-you letters to each school worker they visited and include original drawings about the person's job.

Follow-up:

Children may make a chart similar to the one below listing the titles of the workers in one column and drawing pictures of their tools or uniforms in the other column.

WORKERS	TOOLS/UNIFORMS
Bus Driver	
Custodian	
Lunchroom worker	
Secretary	
Nurse	
Principal	
Librarian	
Teacher	

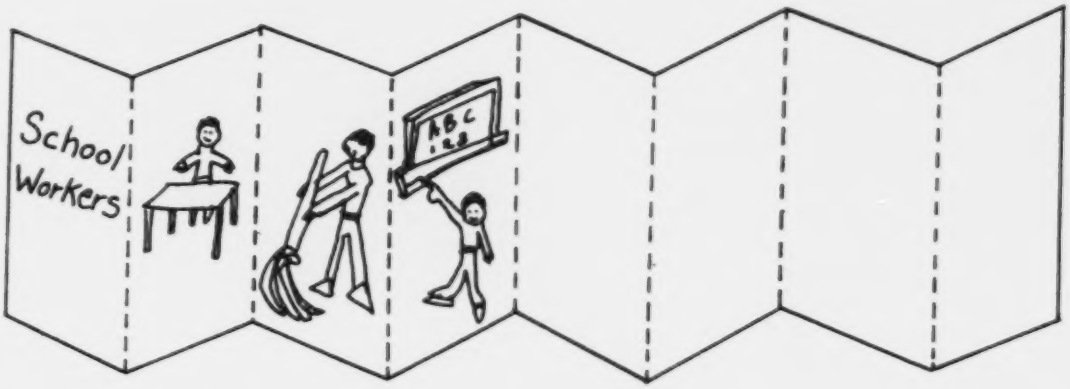
CULMINATING PROJECT

The teacher may discuss with the children ways that they can help school workers to make their jobs easier. Children's ideas may be recorded on chart paper.

> We help the custodian when we put paper in the wastebasket.
>
> We help the lunchroom staff when we keep food on our trays.
>
> We help the teacher when we pay attention.

The class can then construct an accordion-folded book with a page for each person. The children can draw the worker, the worker's tools and workplace, and then write a sentence or two using the ideas on their chart. Have the children number each page of their book. The completed book may be shared with the workers the children visited.

Teachers can use this activity to incorporate the concept of fractions. How many equal parts are there when we make one fold in the paper? Two folds? Three folds?



CAREER ROLES OF FAMILY MEMBERS

LEARNING EXPERIENCE III

Concepts:

- People can make career choices irrespective of their gender.
- Children can challenge stereotyped behaviors and attitudes.
- Culture influences role identity.

Preliminary Activity:

Children may brainstorm jobs they would like to do when they grow up. The teacher asks whether a boy or girl would do that job. Children's responses may be recorded on chart paper under columns labelled Boys' Jobs and Girls' Jobs. A job may be listed in both columns.

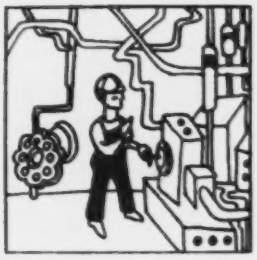
The teacher can:

- Read *He Bear, She Bear*, by Stan and Jan Berenstain.
- Ask the children for reactions to the story:
  - — Did anything in the story surprise you or make you laugh?
  - — What was your favorite part?
  - — What was the silliest part?
  - — Were any of the jobs impossible for boys or girls to do?
  - — What were some of the bears' jobs?
  - — Are any of those jobs on our lists?
  - — Can you suggest any changes in our lists? Changes may indicate that a job can be performed by both boys and girls. It is a good idea to have these lists to refer to throughout the rest of the learning experience.

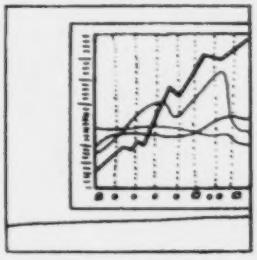
Extension of Career Roles

It is important for children to improve their communication skills as well as to think about what different people do at work. The activity below may be performed with "career story cards":*

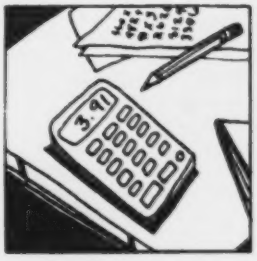
- Using magazines, cut out pictures of people doing a variety of jobs, tools that are used, and places where work is done. Make up a new set of career story cards using the pictures.
  - — Have several children work together to make up career stories.
  - — Have the children ask each other questions, using the cards to answer. For example, "Who uses numbers?" or "Who reads a graph?"
  - — Have the group put the cards into a long string, one at a time, explaining the connection between the last card and the new one put down. See the example below.
  - — Encourage the children to make up their own activities with the cards.



"The engineer"



reads a graph of the ocean depth



and uses a calculator to figure the results

and tells the electrician where the wires should go"

* Adapted from *Family Math*, by Jean Kerr Stenmark.

CURRICULUM AREAS: LANGUAGE ARTS/SOCIAL STUDIES

Materials:

scissors, magazines, catalogues, glue, markers, a photo of each child (optional), chart paper

Vocabulary:

careers jobs

Experience:

At meeting time, the children can discuss what they like to do and what they would like to be when they grow up. Record the children's responses on the board or chart paper; for example:

> "I like trains.
> I want to be a train conductor." (Simone)
>
> "I like clouds.
> I want to fly an airplane." (Jean-Pierre)
>
> "I want to have babies.
> I want to be a mommy." (Meghan)
>
> "I like dolls.
> I want to be a daddy." (Jiang)

Follow-up:

The children can make career collages using photos, drawings, and their own writing.

CURRICULUM AREAS: SOCIAL STUDIES/LANGUAGE ARTS

Materials:

chart paper, markers, puppet-making materials (sticks, glue, crayons)

Vocabulary:

career choice occupation uniforms
job stereotype

Experience:

The teacher can:

- ask the children if any of their parents or relatives wear uniforms to work.
- make a list on chart paper of the uniforms mentioned by the children, or other kinds of uniforms with which the children are familiar.
- invite to the classroom school workers who wear uniforms to talk about their jobs (security guards, lunchroom staff, custodial workers, school nurse, crossing guard).
- lead a discussion about stereotypes in occupational roles:
  - — What kinds of jobs do women usually have?
  - — What kinds of jobs do men usually have?
  - — Can both men and women have the same jobs?
  - — How do you know?
  - — What are some special requirements for being:
    - a security guard?
    - a custodial worker?
    - an astronaut?
    - a police officer?
    - a mechanic?

Dramatization/ Oral Language Development:

The teacher can:

- talk about biased attitudes that reveal stereotypes related to the world of work.
- model stereotyped remarks:
  — "Girls are too weak to be astronauts."
  — "Men who cook are sissies."
  — "Boys cannot sew."
- Ask, "What do you think about these statements?"

The children can:

- make a puppet dressed in the appropriate occupational uniform.
- select a career.
- challenge each other's qualifications with stereotyped remarks related to gender roles.
- defend their job choices.

Follow-up:

The children can learn the poem "Uniforms":

Uniforms

A football uniform for Randy,
A nurse's uniform for Sandy,
An army uniform for Gail,
A pilot's uniform for Dale.
Uniforms tell what folks do.
When they are helping you.
Firefighter, zookeeper, astronaut, too.
Uniforms gray, green, and blue.
Men and women everywhere
Showing us the jobs they share.
Uniforms are clothes to wear.
You can see them everywhere.

The teacher can discuss with the children the identification of people who do not wear uniforms to work.

CURRICULUM AREAS: MUSIC/WRITING

Materials:

tape recorder, blank cassette tape, chart paper, markers

Experience:

The teacher can:

- tape the song "Who's Who" on a cassette.
- help the children to learn the verses.

The children can:

- sing the song.
- compose additional verses to the tune, to be written on chart paper.
- write riddles about occupations that tell of men and women in non-sexist occupational roles. They may use career story cards in this activity. Possibilities include:

> Mommy works with tools.
> She fixes cars.
> Her hands get dirty from the grease.
> What is her job?
> (Mechanic)

> Sister wears a silver hat.
> She rides in a rocket.
> She goes up in space for a long time.
> What is her job?
> (Astronaut)

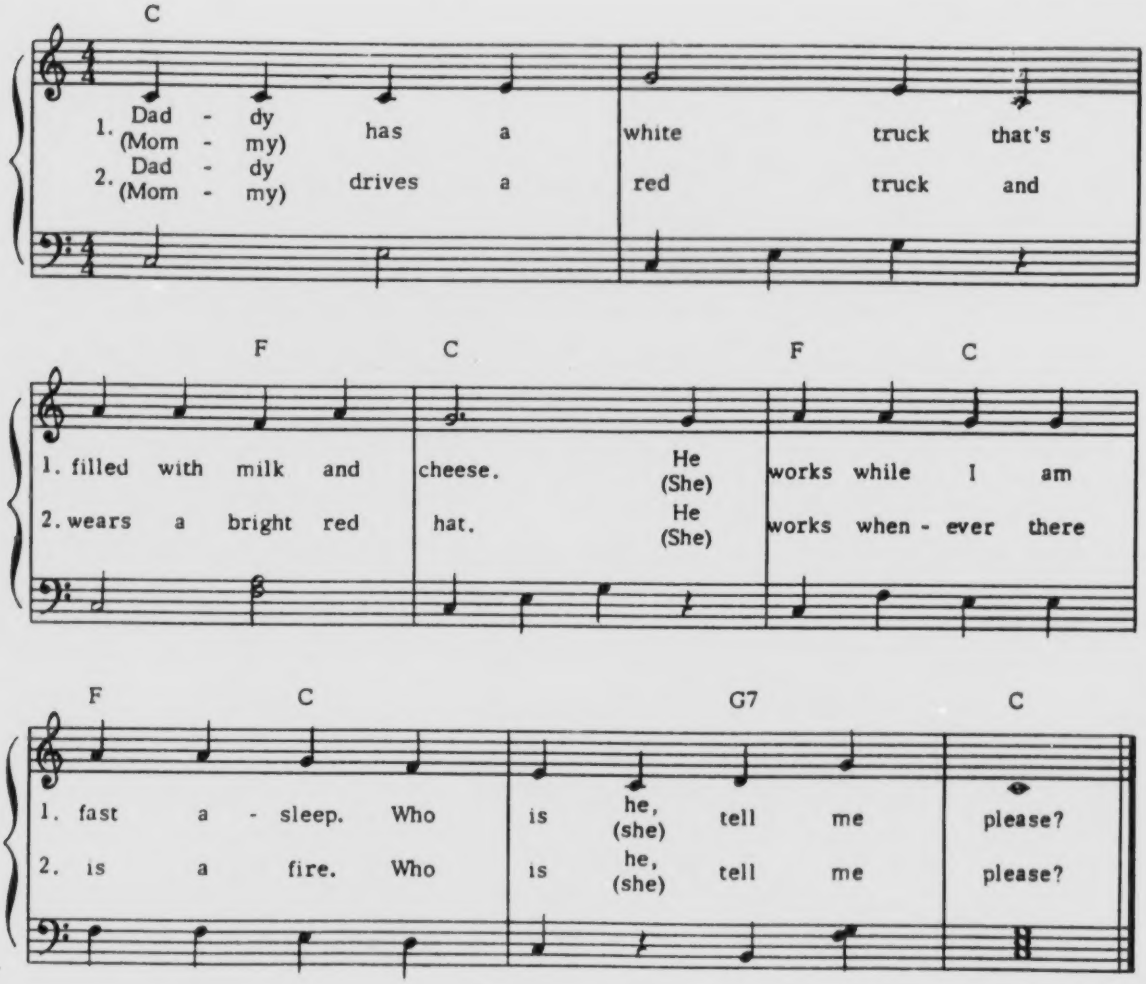
> Daddy likes to cook.
> He works in a restaurant.
> He wears a white hat.
> What is his job?
> (Chef)

> My aunt works in the subway.
> She drives the train through the tunnels.
> Her job is very important.
> What is her job?
> (Engineer)

Who's Who?*

A Question and Answer Song

by JoAnne Deal Hicks



Verse 3: Mom-my drives a blue car and wears a sil-ver star.
(Dad-dy)

Her clothes are blue, her hat is blue. Who is she, tell me who?
(His) (his) (he)

Verse 4: Mom-my wears some white shoes, her u-ni-form is white.
(Dad-dy) (his)

She helps the doc-tor day and night, who is she? Yes you're right!
(He) (he)

* *Creative Teaching in Early Childhood Education*, Fleming and Hamilton (New York: Harcourt, Brace, Jovanovich, 1972), p. 192. Permission pending.

CURRICULUM AREAS: MUSIC/LANGUAGE ARTS

Materials:

9" x 12" corrugated cardboard, clipboards, paper clips, paper

Vocabulary:

cello	ranchers	welders
interview	reporter	

Experience:

The teacher can:

- teach the song "Parents Are People" or play the tape/record of the song from *Free to Be . . . You and Me* by Marlo Thomas.
- discuss what the song tells about mommies and daddies.

The children can:

- name the jobs mommies and daddies do.
- name what mommies and daddies cannot do or be.
- recite the poem "A Day with Dad."

A Day with Dad*

My dad works in an office downtown,
And when he's home, he works all
around.
He cleans up dishes and that job's hard;
Then he rakes up leaves and mows the
front yard.
But Dad always finds some time for me,
And that's what makes a family.

by Terry Lynne Graham

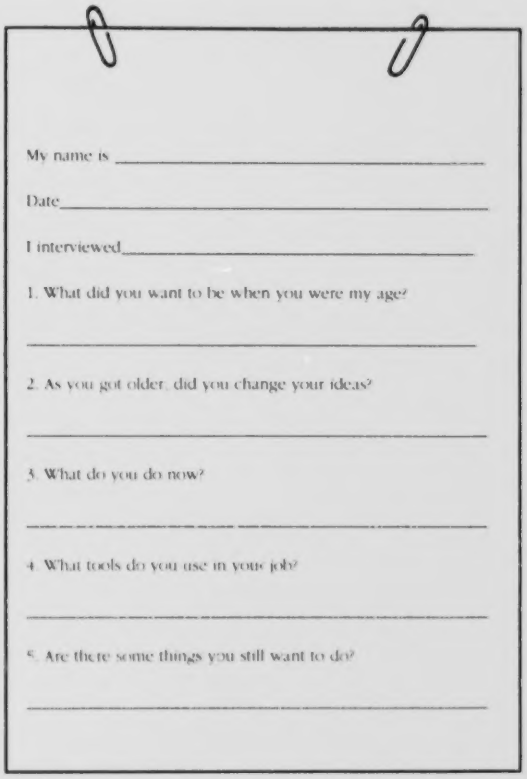
Follow-up:

The children can be reporters and discuss what reporters do. Introduce the word "interview." The children can brainstorm questions they would like to use in an interview with their parents/caretakers, such as:

- What did you want to be when you were six years old?
- As you got older, did you change your ideas?
- Did you get to do or be what you wanted? Why or why not?
- Are there some things you would still like to do?

The teacher can record the questions. The children can pick out three to five questions to ask each of their caregivers. They may make clipboards out of cardboard, paper clips, and paper. The next day, the teacher can discuss the results of the interview with the children.

This activity can be altered or extended by inviting some of the children's caregivers to the class to talk about their jobs at home or at work. The children can prepare questions for each visitor, again acting as reporters when the guest arrives.


My name is _____

Date_____

I interviewed_____

1. What did you want to be when you were my age?

_____

2. As you got older, did you change your ideas?

_____

3. What do you do now?

_____

4. What tools do you use in your job?

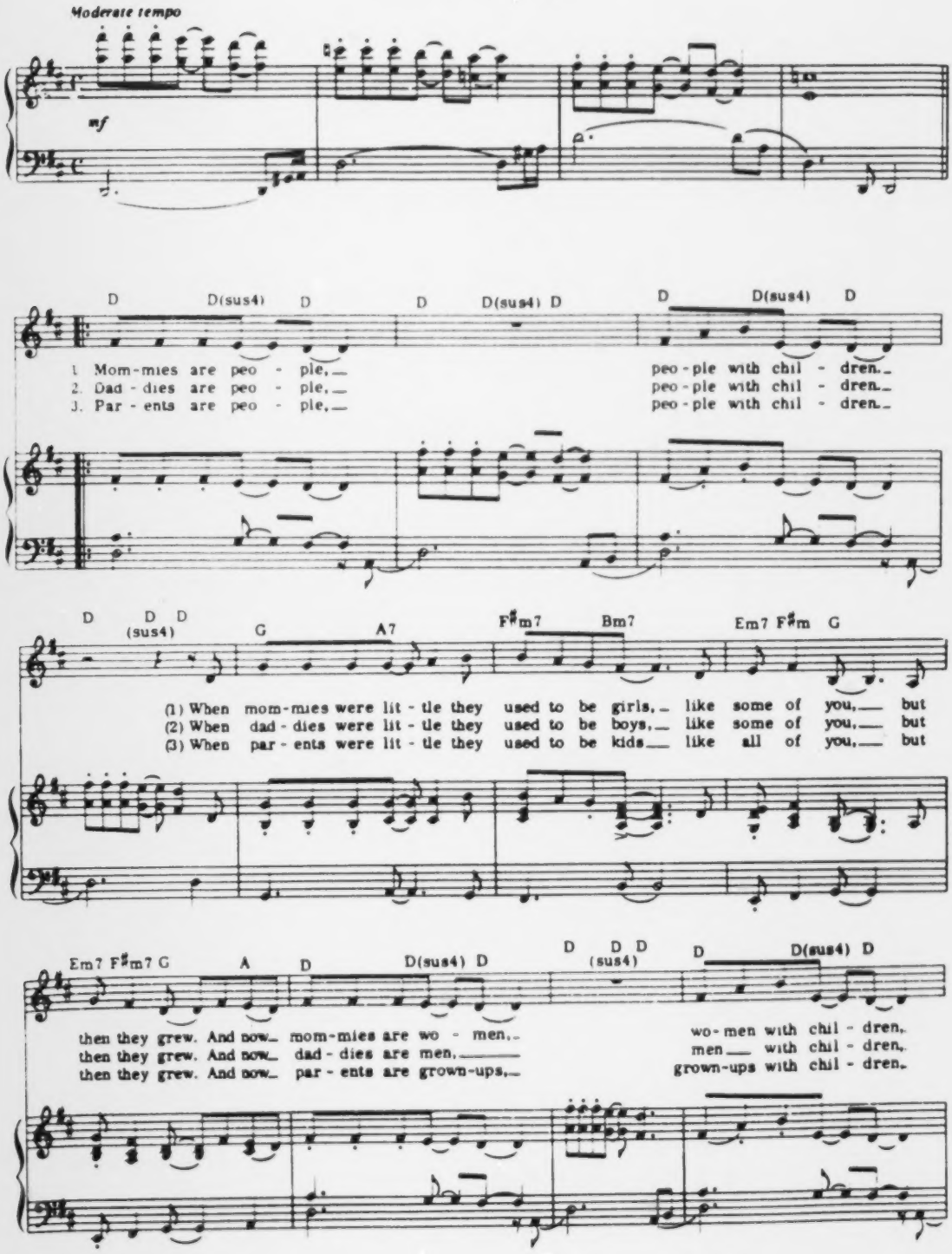
_____

5. Are there some things you still want to do?

_____

* *Fingerplays and Rhymes for Always and Sometimes*, by Terry Lynne Graham (Atlanta, GA: Humanics Learning, 1984), p. 56. Permission pending.

Parents Are People



From *Free to Be . . . You and Me*, by Marlo Thomas (NY: Bantam Books, 1974), pp. 48-9. Permission pending.

D D(sus4) D G A7 F♯m Bm7 to CODA 3rd time

bus - y with chil - dren and things that they do. There are a
bus - y with chil - dren and things that they do. There are a
bus - y with chil - dren and things that they do. There are a

Em7 F♯m7 G Em7 F♯m7 G A D D (sus4) D D7

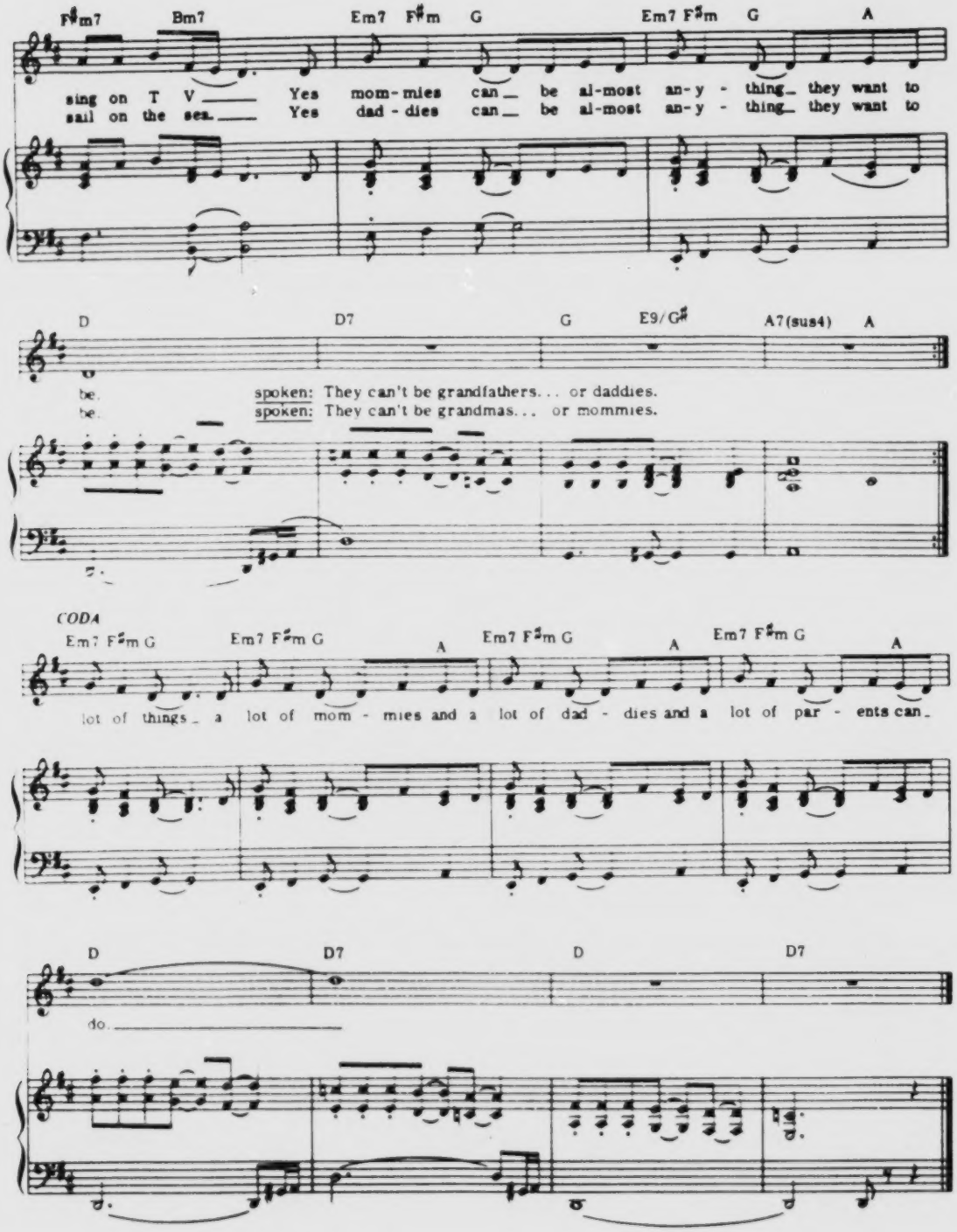
lot of things a lot of mom - mies can do.
lot of things a lot of dad - dies can do.

D D (sus4) D D9 G A F♯m7 Bm7

Some mom-mies are ranch-ers or po - et - ry mak - ers or
Some dad-dies are writ - ers or gro-cer - y sell - ers or

Em7 A F♯m7 Bm7 Em7 A

doc - tors or teach - ers or clean-ers or bak - ers. Some mom-mies drive tax - is or
paint-ers or weld - ers or fun - ny joke tell - ers Some dad - dies play cel - lo or


F♯m7 Bm7 Em7 F♯m G Em7 F♯m G A
sing on T V Yes mom-mies can be al-most an-y - thing they want to
sail on the sea Yes dad - dies can be al-most an-y - thing they want to
D D7 G E9/G♯ A7(sus4) A
be.
be.
spoken: They can't be grandfathers... or daddies.
spoken: They can't be grandmas... or mommies.
CODA
Em7 F♯m G Em7 F♯m G A Em7 F♯m G A Em7 F♯m G A
lot of things a lot of mom - mies and a lot of dad - dies and a lot of par - ents can
D D7 D D7
do.

CURRICULUM AREA: WRITING

Materials:

job-related objects, crayons, markers, pencils, drawing paper

Vocabulary:

career	materials
jobs	tools

Experience:

The children can:

- bring an object or picture to school that represents what they want to be when they grow up.
- talk about the object or picture during meeting time, and discuss what it represents. (The teacher should be aware of any obvious stereotypes that arise and purposely point out those objects that break the stereotypical roles.)

Follow-up:

The children can:

- draw pictures of themselves and the object or picture brought to school.
- use inventive spelling to write a description of their pictures.

CURRICULUM AREAS: SOCIAL STUDIES/DRAMATIC PLAY

Materials:

empty containers or boxes with lids, labels, markers, chart paper, realia, drawing paper, crayons

Vocabulary:

Words associated with occupational materials and tools:

badge	hats
bandages	measuring cups
calculator	ruler
computer paper	screwdrivers
fire	stethoscope
handcuffs	whistle

Experience:

The teacher can:

- collect boxes with lids for occupational play kits.
- label each container with the name of a different occupation.
- discuss with children the items they think should be included in each kit.
- list the items for each occupation on chart paper.
- send copies of the lists home to parents requesting contributions of materials for the kits.

When kits are complete, the children can:

- role play occupations
- find out that boys and girls are interested in and can work at similar jobs.

Follow-up:

The children can make job scrapbooks for each occupation. They may draw pictures of the uniforms, tools and equipment that each worker uses. Sentences can be written on each page using the new vocabulary from the lists. The completed books can be placed in the class library for sharing.

Note: A suggested list of materials for occupational play kits follows. The creative first grade teacher will find many other occupations and materials for this exciting learning experience.

List of Materials for Occupational Play Kit

Chef

eggbeater
spoons
aprons
pots
pans
canister set
plates
napkins
silverware
cups
mixing bowls
measuring cups and spoons
wok

Firefighter

raincoats
pieces of garden hose
flashlights
rubber boots
fire hats

Mechanic/Gas Station Attendant

pieces of garden hose
wrenches
screwdrivers
tire pump
receipts

Nurse/Doctor

cotton balls
uniforms
hats
rubber gloves
tongue depressors
stethoscope
doctor's bag
adhesive bandages
gauze
patients' chart boards

Police Officer

hat
badge
whistle
handcuffs
note pad
ticket book

Postal Worker

stamps
envelopes
mailbag
scale
badge

Secretary/Office Worker

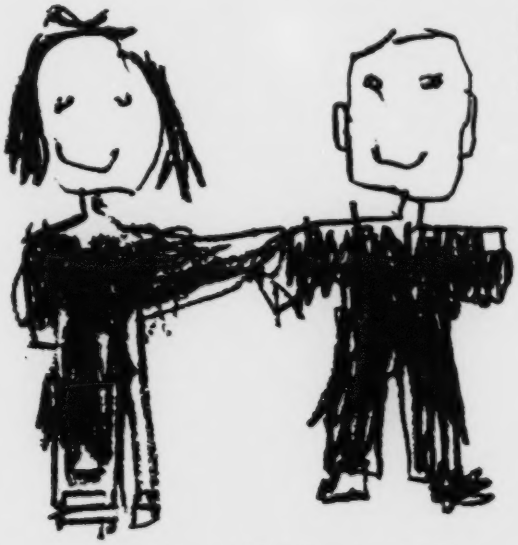
toy or old typewriter
old adding machine
calculator
pad
pencils
computer printout paper
typing paper
telephone
old envelopes

Store Owner/ Supermarket Worker

grocery bags
empty cans (with opened edge covered with masking tape)
empty food boxes
plastic food
play money
tags or stickers for pricing
cash register
old adding machine

Teacher

small chalkboards
chalk
erasers
letter stencils
magic markers
storybook



drawing by Max Burgle, age 7

211

MY FACE AND MY BODY

LEARNING EXPERIENCE IV

Concepts:

- The human body has many parts.
- Human bodies grow and change.
- Good health practices help keep our bodies well and strong.

Preliminary Activities:

- Ask the children to clap three times. Which body part did you use?
  Ask the children to jump up and down three times. Which body parts did you use?
  Ask the children to wink. Which body parts did you use?
- Write **Body Parts** on the chalkboard. Ask the children to think of other parts of their bodies and name them. Write their responses on the chalkboard. Ask volunteers to tell what each body part can do.
- Teach the song: "Head, Shoulders, Knees and Toes" (to the tune of "There is a Tavern in the Town.")

  Head, shoulders, knees and toes,
  Knees and toes.
  Head, shoulders, knees and toes,
  Knees and toes, and
  Eyes and ears, mouth and chin and nose.
  Head, shoulders, knees and toes,
  Knees and toes.

  Continue singing the song a little faster each time as the children touch the corresponding parts of their bodies. (The lyrics may be translated into the home languages of children in the class.)

Children will understand that although each of us is unique, we all have similar body parts that can do many of the same actions.

CURRICULUM AREA: ART

Materials:

kraft paper, markers, crayons, fabric pieces, hand mirrors.

Vocabulary:

facial features
hairstyles
traditional clothes

Experience:

- Outline the children's bodies on large kraft paper.
- Have the children draw their facial features, hairstyles and clothing on the figures. Children may use hand mirrors to see how they look. The children may wish to use traditional dress on their figures.

Follow-up:

When the figures are displayed in the classroom, the children can point out the differences and similarities among the children in size, skin tones, hairstyles, and ethnic clothing.

CURRICULUM AREA: MATHEMATICS

Materials:

large oaktag or railroad board, yardstick, graph paper, markers, chart paper

Vocabulary:

as tall as	size
growth	taller/shorter
height	tallest/shortest
measure	yardstick

Experience:

The teacher can mount large sheets of paper on the board and then measure each child using a yardstick. Mark the height of each child on the paper and put the child's name next to the mark. This procedure can be repeated at three-month intervals to observe children's growth patterns and development.

Follow-up:

The children can construct a graph recording their sizes and draw conclusions from the information. An experience chart story may be written about the activity.

> We measured our height.
>
> We made a graph.
>
> Mary is the tallest in the class.
>
> Frank is the smallest boy.
>
> Jandel and Arno are the same size.
>
> José is taller than Willie.

The comparisons children make will indicate that each person's growth patterns are unique.

CURRICULUM AREA: SCIENCE

Materials:

drawing paper, crayons

Vocabulary:

ear	hear	taste
eyes	nose	tongue
feel	see	touch
fingers	smell	

Experience:

The teacher can read *My Five Senses*, by Aliki. The class can learn how the parts of our body help with the five senses.

Follow-up:

The children can make a booklet called *My Five Senses* that includes pictures of their ears, eyes, nose, fingers, and tongue. On each page a sentence may be written explaining the drawings. Children's responses may reflect their cultural interests.

> My eyes help me to see a folded paper butterfly.
>
> My ears help me to hear the steel drums.
>
> My nose helps me to smell sweet potato pie in the oven.
>
> My tongue helps me to taste manzanas.

CURRICULUM AREA: HEALTH

Materials:

model of a tooth, giant toothbrush, dental floss, toothpaste tube

Vocabulary:

bicuspid	gums	permanent/
brush	incisor	baby teeth
canine teeth	molar	rinse

Experience:

The teacher can read *How Many Teeth?* by Paul Showers to the children. The teacher asks the children if they have lost any teeth and discusses the difference between baby and permanent teeth. The children find out about good dental habits such as flossing, brushing, rinsing and eating proper foods. The teacher brainstorms a list of words associated with good dental health.

Follow-up:

- The children compose letters to the dentist telling how they care for their teeth.
- Some of the words on the list may be translated into the native languages of the children in the class.

First Tooth Out*

My first tooth came out today,
So tiny and so white.
Mom said the Tooth Fairy would come
While I slept that night.

But I was so excited,
I couldn't sleep a wink,
Yet, if I stayed awake all night,
What would the Tooth Fairy think?

And when I woke next morning,
My tooth was gone, and yet,
How silly of me to even fear
The Tooth Fairy would forget!

I know she's very busy:
So many teeth, so little time,
And so I know I'll cherish
This special, shiny dime!

by Terry Lynne Graham

Are Your Teeth Clean and White?**

(Sung to the tune of "Do Your Ears Hang Low?") Key: F. Major

Are your teeth clean and white?
Do you brush them every night?
Do you brush them in the morning?
Do you brush them right?
Do you brush them up and down,
Or do you brush them side to side?
Are your teeth clean and white?

Do you floss them good
To remove the bits of food?
Do you floss them every day?
Like you know you should?
Do you take good care of
The teeth that are there?
Do you floss them good?

* *Fingerplays and Rhymes for Always and Sometimes*, Terry Lynne Graham.
** Copyright © 1989, Good Apple, Inc. Permission pending.

CURRICULUM AREA: SOCIAL STUDIES/MATHEMATICS

Materials:

long strips of paper, 3" x 3" oaktag cards, crayons, markers, glue, experience chart paper

Vocabulary:

after	first	next
before	last	responsibility

Experience:

The teacher can:

- discuss with children what they do each day from the time they wake up until bedtime.
- record their responses on chart paper or the chalkboard.
- read the chart with the children.

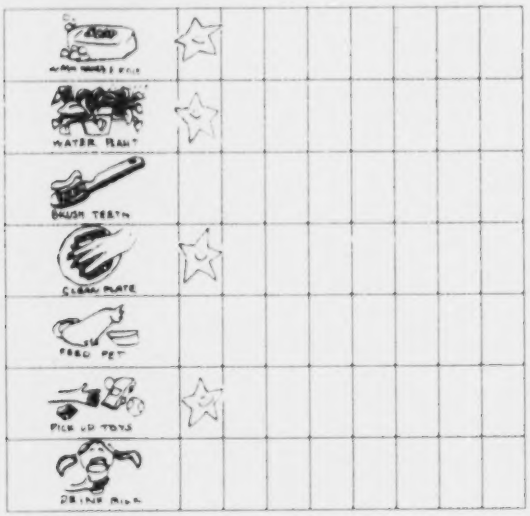
The children can:

- draw small pictures of their daily activities on the 3" x 3" oaktag.
- place the pictures in the order in which they occur during the day.
- paste the pictures on the strips of paper.

The sequence strips may be shared with a partner, a small group, or the whole class.

Follow-up:

The teacher may prepare a chart similar to the one below to send home for the children to record the activities that they can perform by themselves.



CURRICULUM AREA: LANGUAGE ARTS

Materials:

chart paper, hand mirrors, drawing paper

Vocabulary:

black	oval	straight
blue	round	wavy
brown	slanted	(words associated
green	curly	with skin
tones)		

Experience:

The teacher can read *Straight Hair, Curly Hair*, by Augusta Goldin, distribute hand mirrors to the children, and ask them to think of words that describe their features. The words may be written on chart paper under the headings: hair, eyes, skin, size.

Children will have opportunities to describe the similarities and differences in their physical appearances.

Follow-up:

- The children can complete "Me Poetry" by filling in the blank spaces and illustrating their work.

> Mirror, mirror on the wall,
>
> Look at me when I call.
>
> See my _____ hair.
>
> See my _____ eyes.
>
> See my _____ skin.
>
> And see my _____ size.
>
> Mirror mirror, look and see.
>
> Mirror mirror, look at ME.

- Encourage children to write their own self-descriptions.
- Have each child read a self-description written by a classmate and guess who it is.

The children can perform the posture exercise described in the lyrics of "Posture Exercises" from *Learning Basic Skills Through Music, Vol. III - Health and Safety*, by Hap Palmer.

Let's do some posture exercises.
They're good for people of all sizes.
Stand up straight with your arms at your sides.
Pretend you're a tree for the first exercise.
Let your branches grow up—Isn't it fun?
Reach, reach for the sun!
(Kneel and slowly stand, and bring arms up.)
The wind blows right and the wind blows left.
(Hands in air—Bend right and then left.)
The wind blows right and the wind blows left.

Let's do some posture exercises.
They're good for people of all sizes.
Stand up straight with your arms at your sides.
Pretend you're a rocket for the first exercise.
On your tippy toes, that's how the rocket goes.
(Go up on toes. Raise hands. Put them together and stretch.)
Put your hands together.
They will be the rocket's nose.
Walk on your toes and hold your hands high.
(Walk around in circle on toes and stretch.)
Stretch, stretch and pretend you can fly.

Let's do some posture exercises.
They're good for people of all sizes.
Stand up straight with your arms at your sides.
Listen very carefully for the last exercise.
Wiggle your shoulders up and down.
Up and then 'round and 'round.
Find yourself a space against a wall.
Make your back touch and stand up tall.

Children may wish to share popular games and exercises common to their particular cultures.

Hambone*
(African-American Clapping Rhyme)

Children born in slavery had to be very resourceful. They used ordinary household items (even leftovers, such as a ham bone) for rhythm instruments and playthings. See what household items the children can find to use as instruments, or make up clapping patterns to accompany this call-and-response song. For each verse the leader gives the call, and the other players respond.

Hambone, Hambone, where you been?
'Round the world and back again!

Hambone, Hambone, where's your wife?
In the kitchen cooking rice.

Hambone, Hambone, have you heard?
Papa's gonna buy me a mockingbird.

If that mockingbird don't sing,
Papa's gonna buy me a diamond ring.

If that diamond ring don't shine,
Papa's gonna buy me a fishing line.

Hambone, Hambone, where you been?
'Round the world and I'm goin' again.

* *Shake It To the One That You Love the Best: Play Songs and Lullabies from Black Musical Traditions*. Collected and adapted by Cheryl Warren-Mattox. Warren-Mattox Productions, 1989. Permission pending.

THEME B: FAMILIES

FAMILY CUSTOMS, TRADITIONS, AND CELEBRATIONS

LEARNING EXPERIENCE V

Concepts:

- Family holidays symbolize people's heritage, culture, and religion.
- Family games are passed down through the generations.
- Songs, dances, chants, and parades are expressions of cultural heritage.
- Sharing of ethnic culture and traditions helps people to understand themselves and others.

Preliminary Activity:

- Discuss with the children their understandings about families. The children can describe "Things We Know About Families" for a teacher-made chart.
- Prepare a large mural titled "My Family, Your Family." Have each child draw or paint a picture of his or her family and cut out the picture. Then the whole class can assemble their picture on the mural paper. As the study of the theme progresses, the mural may be used as a point of reference.*
- Before beginning this topic, have the children bring in a family photograph. As photos arrive, write each child's name on the back. Have the children share their photos with the class. Children unable to bring a photo can use a drawing. You may also wish to bring your own family photograph to share.
- Discussion questions:
  - — Who are the people in the photo?
  - — Why were they all there for the photo?
  - — What are some other special occasions on which families have photographs taken?*
- Read books about families:
  - — Gordon, Judith, and Gordon, Sol. *Did the Sun Shine Before You Were Born?* (New York: Third Press/Okpaku Communications, 1974).
  - — Greenfield, Eloise. *She Comes Bringing Me That Little Baby Girl.* (J.B. Lippincott Co., 1974)
  - — Smith, Marion H., and Prescott, Carol S. *Families Around the World.* (Grand Rapids, MI,: Fideler, 1979)/

* From the Teacher's *Resource Book for the "You and Me" Series* by Phoebe Rankin and Elizabeth Stenson (Nelson Canada, 1987). Permission pending.

CURRICULUM AREAS:
SOCIAL STUDIES/ART/MUSIC/MOVEMENT

Vocabulary:

celebration	lily flower	scroll
dragon	mask	

Experience:

The teacher can:

- read *Moy Moy*, by Leo Politi; *Happy New Year*, by Yen Liang; or *Mr. Chu*, by Norma Keating.
- discuss how Chinese people celebrate the new year.

The children may:

- tell how their families celebrate the new year.
- share some of the highlights of the celebration in their homes.
- participate in activities to share the symbols and experiences of New Year's celebrations around the world.

The following activities are suggested as ways of introducing children to multicultural customs and traditions. It is important that the teacher include material representative of the cultural backgrounds of the children in the class in this learning experience. Whenever possible, the activities should be initiated on the appropriate calendar dates.

Chinese New Year (January-February)

Experience:

The teacher can share the following information with the class:

> Chinese New Year is a time for families to gather together. The houses are cleaned, tools are fixed, clothes mended, and all debts paid. Children receive new clothes and money in small red envelopes called "hung-bao" in Mandarin and "lai-see" in Cantonese. Bright red, the color representing good fortune, is seen everywhere. People shoot fireworks and firecrackers to frighten away evil spirits. When people meet, they say "Gung Hay Fat Choy" (Happy New Year).

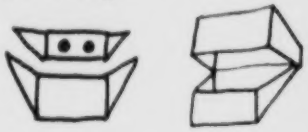
The Dancing Dragon is a significant symbol in the Chinese New Year's celebrations. It winds its way up and down the streets to bring good wishes and scare away evil.

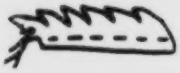
How to Make Dragon Masks

Materials: two large grocery bags, white construction paper, black construction paper, green construction paper, crepe paper, felt, glue, tape, stapler

Directions:

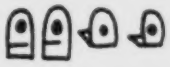
1. Cut an eye opening in one of the narrow sides of a grocery bag.
2. Color and fringe bottom of bag.
3. Cut two mouth pieces out of the second grocery bag; fold as shown (to fit narrow side of bag). Tape pieces together at side



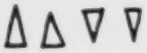


4. Cut fin from construction paper 6" x 18" (half of 12" x 18" piece). Make fold about 1" up on straight side of paper.
5. Cut tongue on colored felt. Staple to lower mouthpiece.

6. Cut eyes from white construction paper, and black circles for children to glue on. Make fold about 1" up on straight edge.



7. Cut four white teeth and glue on mouth.



8. Glue fin and eyes on top of bag.
9. Staple crepe paper streamer to fin and mouth to bag.

How to Play Catch the Dragon's Tail

Materials: red bandana or red crepe paper

Directions:

1. Eight children form a line placing hands on one another's waists.
2. Name the first person the dragon's head.
3. Name the last person the dragon's tail. A bandana or piece of red crepe paper in the last person's back pocket may be the dragon's tail.
4. The dragon's head maneuvers and makes the line weave about as it tries to grab the tail.
5. The rest of the players in the line maneuver to keep the head from catching the tail.
6. The same person remains the head if s/he catches the tail.
7. As soon as anyone lets go of the waist of the person in front, the dragon dies, and the next person in line is the head of a new dragon.
8. Continue until everyone has had a turn being the head or the tail.

Chinese New Year's Song

(1) Come lit - tle chil - dren,
(2) See the li - on dan - cers
(3) Look lit - tle chil - dren:

(1) ga - ther a - round. Let us
(2) swi-ft as the wind as they
(3) eve-ry- one pre-pares; hear the

(1) Sing the ma-ny stories of this
(2) Proud-ly do their an-cient dan-ces
(3) noi-sy fi - re - crac - kers; see the

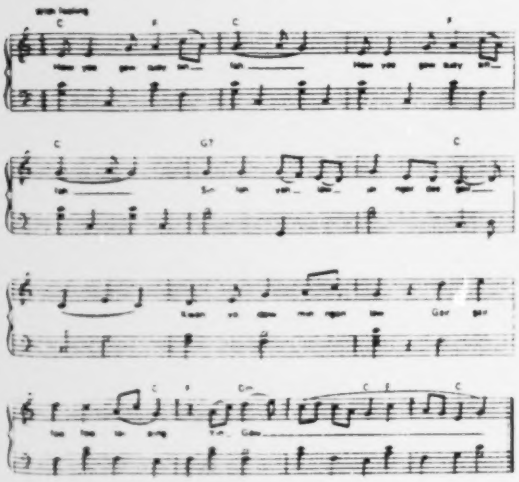
(1) New Year's Day
(2) grace - ful - ly
(3) big pa - rade

Composed by: Lucinda Lee, San Francisco Chinese Bilingual Project, ESEA Title VII.

How Yee Gaw Suey Sin Fah
(Chinese Lily Song)

For the Chinese, the lily is the symbol of the new year. It is seen as an important omen that predicts what their fortune will be in the new year. The legend says that if your lily plant grows well and blooms profusely, you shall have a good and prosperous year. If the lily does not flower, bad luck is in store for you. So the lily plant is handled with great care. One touches it only with clean hands; gives it fresh, pure water; sees that it gets proper sunshine; and does one's best to nurture it.

Music Traditional. Arranged by Venona Johnson. Translated by Eleanor Chroman.



How yee gaw suey sin fah,
How yee gaw suey sin fah,
Sin fah ya law jai ngor dee gair.
Kwan yo dow min ngon law
Gair gair foo foo tai ping
Yin gaw.

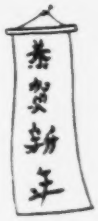
Our lily flower is lovely
Our lily flower is lovely
Lovely lily flower in our home.
All day long our friends will come.
All are happy and sing.
Good wishes for the New Year they bring.

How to Make Chinese New Year's Scrolls

Materials: 18" x 6" red construction paper, 6" x 5" black construction paper, red yarn, copies of the Chinese characters, glue

Directions: The Chinese characters illustrated stand for "Happy New Year." The two-week holiday falls between January 21 and February 19. The scroll should be made of red construction paper with a black border on the top. According to Chinese tradition, red symbolizes good luck.

1. Cut one 18" x 6" rectangle in red construction paper and another 6" x 5" in black paper. Also cut a 20" piece of red yarn.
2. Give the children a copy of the Chinese characters.
3. Fold the black piece of paper in half and place a string on the inside fold, then glue the black construction paper to the top.



Native American New Year (Summer)

Materials:

drums, unpopped popcorn, paper plates, glue

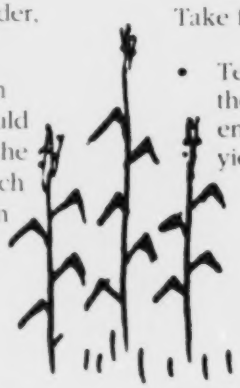
Vocabulary:

chant
cornfield

Experience:

The teacher can tell the following story:

> A long, long time ago before the Choctaw people used a calendar like the one we know today, they used the seasons as a calendar. The Choctaw have always been very close to Mother Earth, and the seasons told the Choctaw people of old when the year had passed and when a new year was beginning.
>
> For them the most important time of the year was late in July or early August when corn had ripened and the vegetables and fruits were ready to eat. At that time they celebrated the Green Corn Dance. It marked the beginning of a new year for them; therefore, it was a New Year's celebration.
>
> At this time, as old fires were put out and new ones were lighted, they were very careful to make sure that all the people of the tribe were getting along together. The Choctaw viewed the new year as a new beginning—a time when past mistakes were forgiven, a time when all crimes, except murder, were pardoned.
>
> The people of the Choctaw nation wanted to make sure that life would be peaceful and orderly through the year until the next harvest. So each year at the time of the Green Corn Dance, new laws were made and families renewed their ties.



Corn Song

Dakota

Rhythmic drum pattern:

Single rows of Dakota men and women face each other. As the drum beats a prelude, heads are slowly lifted to gaze upward. While chanting the first phase, the left hand is lifted and held high; as the second phase is chanted, the right hand is raised. The hands approach each other during the third phase, then are slowly lowered, the eyes following the movement of the hands.

These words are softly chanted, not sung, to the beat of a drum:

> Over cornfield comes the rain cloud;
> Over cornfield comes the thunder.
> Butterflies will soon be playing
> Over corn with tassels waving.

Planting Song

Hopi

Never plant just one seed.
Always plant four—
The first for your enemy,
The second for the poor,
The third for the pest that preys upon the field.
Take for yourself the fourth seed's yield.

- Teachers may discuss fractions related to the planting song, e.g., 1/4 for the enemy, 1/4 for the poor ... 4/4 = whole yield.

Greek New Year

Greek New Year's Bread (Vasilopeta)

Greek New Year's bread is a large loaf of sweet bread formed from several little balls. Blanched almonds are poked into the dough to form the numeral of the new year. It is customary to bake a coin in each loaf and slice the bread at midnight. Whoever gets the coin is blessed with good fortune in the new year. Teacher and children can prepare the ingredients and bake the bread.

Ingredients:

3/4 tsp. active dry yeast
1 Tbs. warm water
1 Tbs. milk
1 Tbs. butter
3 Tbs. beaten egg
1-1/3 Tbs. sugar
1/2 tsp. grated orange peel
1 pinch nutmeg
1 pinch salt
2/3 cups unsifted all-purpose flour

Directions:

1. Combine the yeast with the warm water and stir to dissolve.
2. Add the next seven ingredients and stir well.
3. Add the flour slowly to the liquid, use a little less or a little more than 2/3 cup flour to make the dough a workable consistency.
4. Knead the dough on a floured board for five minutes, cover and let rise for one hour in a warm place.
5. Punch down and knead again.
6. Make 1/2" balls and form a loaf.
7. Cover and let rise for twenty minutes in a warm place.
8. Brush top with egg yolk mixed with 1 Tbs. water.
9. Decorate with sesame seeds and blanched almonds.
10. Bake at 350° F for 15 minutes.

- Mathematics skills related to this recipe may be discussed, e.g., measurement, temperature, time, fractions, non-standard measurement (pinch).

Jewish New Year (Rosh Hashanah) (Fall)

Materials:

apples, honey, challah

Vocabulary:

challah	sweet
sour	tradition

Experience:

The teacher can share the following information with the class:

> Rosh Hashanah is the Jewish New Year. In Hebrew, "Rosh" means "head" and "shanah" means "year." In many cultures the new year is greeted with noise and joy, but the Jewish New Year is greeted with a solemn, quiet, serious heart. It is a very serious occasion for the Jewish people. For them, it is a holy day, the birthday of the world and the beginning of a New Year on the Hebrew calendar.
>
> In Israel, it is traditional to exchange gifts. In America, Jewish people celebrate Rosh Hashannah by sending greeting cards and enjoying festive meals. Sweet foods are served signifying a sweet new year ahead. Dipping apples in honey is one of the common customs. Two loaves of challah are shared to represent a good harvest to come.

The children can:

- eat apple wedges dipped in honey.
- share a loaf of challah.
- taste something sour.
- discuss sweet and sour tastes.
- relate sweet and sour to experiences they have had.

Mathematics Skills: Fractions

- Teachers may use an apple to show fractions:
  - — Have children estimate how many apples the class will need for each child to receive 1/2 of an apple.
  - — Repeat the exercise using quartered apples.

Vietnamese New Year (Tet) (Spring)

Materials:

12" x 6" white construction paper (one per student)
3" x 6" black construction paper
2" x 2" squares of pastel tissue paper
black tempera paint mixedto consistency of thick cream
brushes, tongue depressors, or popsicle sticks
dowel rods, about 2 feet long, or tree branches
feathers, bells, ribbons, and other small ornaments

Vocabulary:

Tet evil spirits

Experience:

The teacher can share the following information with the class:

> Vietnamese New Year, usually known as Tet, is Vietnam's biggest celebration of the year. It is a family reunion, a spring festival, and a national holiday. The New Year is a happy time, with gift-giving and feasting. Outside the home, a bow and arrow pointing south are painted. These are said to protect the home from evil spirits. A long bamboo pole is set in the courtyard. It is decorated with paper, bells, branches, feathers, and other ornaments.
>
> At midnight, the family goes to the temple to give thanks for past blessings. They bring home flowers and branches from fruit trees to symbolize prosperity and happiness in the New Year.
>
> To prepare for the New Year, cars are washed, houses are repainted, and furniture is cleaned. Children as well as adults wear new clothes on New Year's Day. Everything and everybody are prepared for the New Year.

It is the custom never to throw away the household rubbish during the first three days of the year. This would mean, symbolically, that one would be throwing away one's most precious possession. Scolding is strictly forbidden since it may bring bad luck in the new year. Crying is also prohibited because that would bring tears for the rest of the year.

People spend most of their time during the first three days of the year visiting friends and wishing one another happiness, riches, and longevity in the new year. Children are given money in small red envelopes by their parents and by visitors. Hung on the front door of each house is a red banner reading Cung Chuc Tan Xuan, meaning compliments of the seasons.

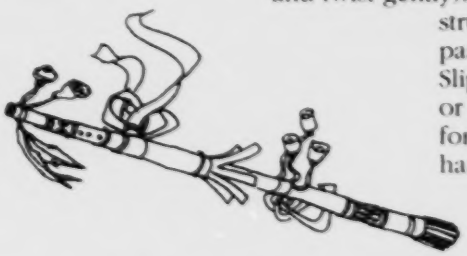
> Tet is also considered the wedding season. People usually choose this occasion to get married because they believe that the happiness of their first wedlock days, which are also the first days of the year, will remain with them for the rest of the year and the rest of their lives.
>
> This is the time when the Vietnamese people look back on their past, enjoy the present, and look forward to the future. It is truly a comprehensive holiday, and all Vietnamese give it full observance.

The children can participate in the following activities for celebrating the Vietnamese New Year:

How to Make a Vietnamese Wall Hanging

Directions:

1. Place a small amount of paint (about the size of a quarter) on a piece of 6" x 12" white construction paper.
2. Using brushes, tongue depressors, or popsicle sticks, push the paint upward to the top of the paper, to create a branch with some twigs on it.
3. When the paint has dried, glue on tissue flowers (dab the tissue square in white glue or paste and press down with finger and twist gently). Fold the black construction paper in half and paste it to the white paper. Slip a piece of black string or yarn through the top before pasting to make a hanger.



- Make poles for the holiday using dowel rods or tree branches. Decorate with feathers, ribbons, crepe paper and small bells.

Ecuadorian New Year (December)

Materials:

old, child-sized, long-sleeved shirt, trousers, scarf, shoes, and hat
newspaper or rags
small paper grocery bag (bottom approximately 4-1/2" x 7-1/2")
markers or crayons
safety pins
chair
string
writing paper
pencils

Vocabulary:

old year new year resolutions

Experience:

The teacher can share the following information with the class:

> In Ecuador children celebrate the end of the old year on December 31, just before the new year begins. Families collect old clothes and stuff them with straw or rags to create figures representing the old year. The figures are placed on decorated chairs around which children dance and sing. Everyone writes resolutions and pins them onto the figures. At midnight the figures are removed so the new year can begin with happiness and prosperity.

The teacher can make a resolution doll for the class.

Directions:

1. Stuff the paper bag firmly so that the stuffing extends about 6" beyond the edge of the bag. Tie string around the bag one-third of the way from the opening to form a neck.
2. Hold the bag upside down and draw facial features on it with markers or crayons. Then tuck the stuffing extending from the paper bag into the neck of the shirt. Tie the scarf around the figure's neck.

3. Tuck the stuffing extending from the bottom of the shirt into the top of the figure's trousers. Fasten the shirt and the trousers together with several safety pins.
4. Tuck the stuffing extending from each trouser leg into a shoe or sneaker.
5. Pull out some of the stuffing from each shirt sleeve for a hand. If desired, cover each hand with a mitten.
6. Place the hat on top of the paper bag head. (Allow children to add accessories to the figure, if desired.)
7. Seat the figure on a chair at the front of the room and remind children to handle it with care.

The teacher can:

- discuss New Year's resolutions.
- distribute writing paper and a pencil to each child.
- have children write simple sentences to tell what they would like to improve upon or learn about in the new year. (Some children may dictate their sentences.)
- use safety pins to attach the notes to the arms, chest, and legs of the figure.
- read some of the notes on the figure with the class. Talk about how children can achieve their goals.
- teach children the poem below to recite as they march in a circle around the "old year" figure.

Good-Bye to the Old Year*

Good-bye to the old year,
Hello to the new.
There are so many things
I'd like to do.
Next year I'll learn,
And surely will grow.
Good-bye to the old year,
New year, "Hello!"

* *Wonderful World*, Macmillan Early Skills Program, Copyright 1985 Macmillan Educational Company, a Division of Macmillan, Inc. Permission pending.

CURRICULUM AREAS: SOCIAL STUDIES/PHYSICAL EDUCATION/ MUSIC/MOVEMENT

Materials:

action games, singing games, songs, dances, and chants

Experience:

The teacher may:

- discuss how all cultures have games and songs that children play.
- discuss how games and songs are passed down from one generation to the next.
- ask children to obtain additional songs and games to add to this collection.
- invite parents/caregivers to come to the classroom to share a childhood game.

The children may:

- interview grandparents to obtain additional songs and games for this collection.
- interview family members to get the history and stories behind some of the songs, games, and dances.
- teach some of the games and songs to other children in the school.
- visit senior citizen centers to teach seniors the dances and songs and to learn additional ones from them. A joint performance may be planned.

CHILDREN'S ACTION GAMES FROM AROUND THE WORLD

African Game Trap

Directions:

1. In a large playing area (about 20' square), have the children form a circle.
2. Choose two children to be the hunters. They stand facing each other and join hands. They hold their joined hands as high above their heads as they can, forming an arch.
3. The remaining children march around the circle, through the arch. As they march, everyone recites the chant below. The children should not run during the game, but should march in time to the chant. On the word "game," the hunters drop their arms and catch the child who is under the arch. That child becomes a hunter and takes a place next to one of the hunters. The next child caught takes a place facing the first child caught, forming a second arch. As the game continues, the children form more and more arches. The game is over when everyone has been caught.

African Game Chant

Lions and leopards, lions and leopards,
Hunting at night
Lions and leopards, lions and leopards,
Catch that game!

Universal: Blind Man's Bluff

Materials:

two 8" dull-ended sticks
one blindfold of soft cloth
one 12" square of soft cloth

Directions:

- In a large playing area (about 20' square), have the children form a circle.
- Choose one child to be the tapper and one to be the searcher. Give the two sticks to the tapper. Blindfold the searcher and give him or her the 12" square of soft cloth.
- Lead the tapper and the searcher to their positions inside the circle of children. The searcher stands in the center of the circle and the tapper stands somewhere else inside the circle, not too close to the searcher.
- When you say "Start," the tapper begins tapping the two sticks together in a constant rhythm, holding the sticks pointed downward. The searcher listens to the tapping sounds and tries to locate the tapper, flapping the 12" piece of cloth until it flaps against the tapper. The children in the circle must not let the searcher step outside the circle. Tappers may not move from their spot.
- When the searcher has found the tapper, the game ends. Choose two or more children to be the tapper and searcher. Continue playing as long as interest remains.

Japan: Hana, Hana, Hana, Kuchi

1. Teach the children the following Japanese words and their meanings:
   hana = "nose" kuchi = "mouth"
   mimi = "ear" me = "eye"
2. Have the children form a circle. Choose a child to be the leader and stand in the center.
3. The leader calls out, "Hana, hana, hana, kuchi," at the same time touching his or her nose three times. On "kuchi," however, instead of touching his or her mouth, the leader touches some other body part, such as a knee. The leader repeats the phrase again and again, substituting "mimi" and "me" for "kuchi" and touching either corresponding or non-corresponding body parts as he or she chooses.

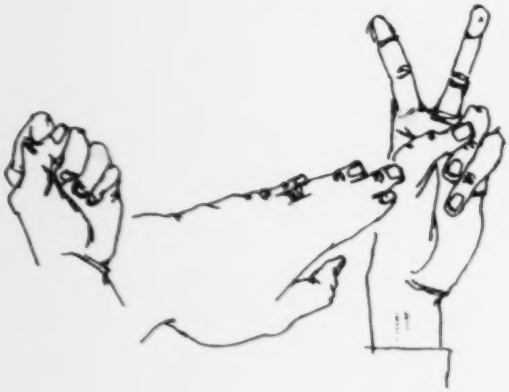
   The children in the circle must always do what the leader says, not necessarily what the leader does. A child who does not follow the spoken directions drops out of the game. The last child left in the circle is the winner.

Japanese Tag

Directions:

This game should be played in a large area where the children can run freely.

1. Choose one child to be "it." When you say "Start," "it" chases the other children, trying to tag them. When "it" succeeds in tagging another child, the tagged child becomes "it" and tries to tag another child.
2. When a child is tagged, the child must put a hand on the spot on his or her body where he or she was tagged. The child keeps that hand on that spot until he or she tags another child. For example, if "it" tags a child on the right hip, the child must keep a hand on his or her right hip until he or she tags another child. Children must use only their hands to tag other children; contact by other parts of the body (feet or head, for instance) does not count as tagging.



Native American: Cup-on-a-Stick

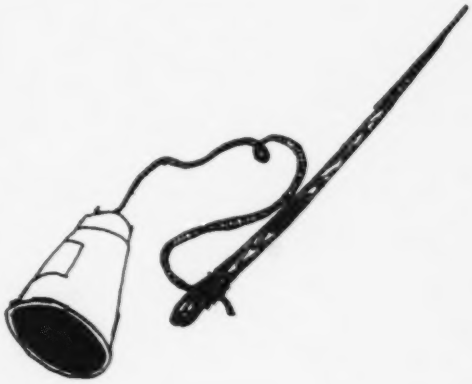
Native Americans play several varieties of games where an object is tossed up and caught. The top section is connected by string to a pointed stick. The object of these games is to swing the stick, thereby tossing the object up and catching it on the pointed stick. This game is similar to the Mexican game of Balero.

Materials:

12" stick, needle or pin, paper cup, 15" length of string

Directions:

1. The teacher can use a pin to make a hole in the bottom of the paper cup.
2. Have the children insert thread through the hole and make a knot on the inside of the cup.
3. Wrap the opposite end of the string around the stick and knot.
4. Take turns swinging the cup in the air while trying to catch it on the top of the stick.



Universal: Hide and Seek

Hide and Seek requires three to ten players. A tin can is used to make the "home" position of "it." "It" then tries to find those hiding and, when one is found, they both race back to the can. If the hider gets to the can first and kicks it over, everyone is free. If "it" gets to the can first, he or she jumps over the can and says 1-2-3 on (name of hider). Play continues until all players are found or one player kicks the can and frees everyone.

Greece: Odd or Even

This is a favorite game that was played even in ancient times. Use two players in each game and give the players ten beans each.

Player Number One places any number of beans in his or her closed hand and asks, "Odd or even?" Player Number Two looks at the closed fist and guesses, "Even." If it is really an odd number of beans in the closed fist, Player Number One says "Give me one to make it even." On a correct guess, guesser is given one bean. Play continues until one player is out of beans.

Greece: Krifto

Krifto requires four or more players. "It" should stand at home base and count to 20 while hiding her face in her arm. After 20 counts, "it" may look for those persons who are hiding. When "it' finds them, everyone should run back to the home base. Whoever touches home base first is the winner.

Mexico: Juan Pirulero (John the Piccolo)

This game requires one group and one leader. Children sit in a circle with the leader in the center. All pretend to play instruments different from the leader (guitar, piano, tuba, flute, etc.). At intervals the leader changes over to any other instrument being played in the group. Those children playing instruments the same as the leader's must quickly switch to a new instrument. Those forgetting to change quickly are out of the game.

This chant or any similar one may be used:

Este es el juego
De Juan Pirulero y cada
Quien atiende a su juego

This is the game
Of John the Piccolo and everyone
Pays attention to this

Mexico: La Pelota (The Ball)

This game requires two or more players.

A 12"-18" circular target should be placed on the floor, 5'-10' from the group. The players take turns rolling a ball into the circle. Those who miss the target pay a forfeit. Some examples of forfeits may be:

- Bend so your head touches the floor.
- Laugh three different ways.
- Say: "Bob's Big Black Bear Bit a Big Blue Bug" three times quickly.
- Pantomime a babysitter caring for a crying baby.

China: Lame Chicken

This game is for two or more players. The equipment is ten ice cream sticks or tongue depressors spaced one foot apart in an even row. Players must hop over each of the sticks on one leg. After hopping over the ten sticks, the player picks up the tenth stick and hops back over the remaining nine sticks. This continues until all the sticks are picked up or the player touches his/her other foot to the ground or to any of the sticks.

Note: This is an excellent game to introduce subtraction skills.

China: Chopstick Pickup

This game is for two players. The equipment is one bowl and a pair of chopsticks for each player. Five marbles are given to each player. The players are to use chopsticks to move the marbles from one bowl to the other. Hands may not touch the marbles; however, if a marble drops on the floor, players may use their hands to pick up the marble and place it in the original bowl so they may begin again.

Singing Games from Many Cultures

Children learn variations of popular games that are passed down in families. Circle games involving the passing of a marker are traditional in many cultures. Often the game is accompanied by a song.

Africa: Where Is the Pebble?

This circle game is from Africa. It may be played indoors or outdoors. One child in the center tries to follow the journey of a pebble as it is passed from hand to hand around the circle.

All children in the circle pretend to pass the pebble as they sing. At the end of the song everyone stops, and the child in the center must guess who is holding the pebble. If the child is right, he or she joins the circle. If the child is wrong, he or she is out of the game. The one holding the pebble goes to the center, and the game continues.

Refrain: Oh, the pebble travels around the circle, 'round the circle; Where it goes, oh, nobody knows.

1. I think that nobody knows where the pebble goes.

   I think that nobody knows where the pebble goes.

   Refrain

2. But maybe somebody knows where the pebble goes.

   I think that somebody knows where the pebble goes. I know!

Puerto Rico: El Florón

El Florón ("Who Has the Bouquet?") is from Puerto Rico. Children are seated in a circle. When the song begins, an object is passed from hand to hand. The child who is holding the object when the song ends is eliminated from play, and the song is repeated until the last player remaining is declared the winner.

El florón paso por aquí, yo no lo vi, yo no lo vi.
El florón paso por aquí, yo no lo vi, yo no lo vi.

Que pase, que pase, que pase el florón.
Que pase, que pase, que pase el florón.

The bouquet passed through here.
I didn't see it, I didn't see it.

The bouquet passed through here.
I didn't see it, I didn't see it.

Pass it on, pass it on, pass the bouquet on.

African-American: Little Sally Walker

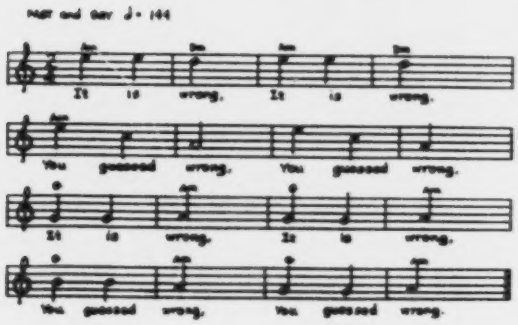
The children join hands and form a ring. One person crouches in the middle and impersonates Sally Walker. At the words, "Rise, Sally, rise," the child slowly rises to an erect position, brushing away imaginary tears, turns first one way and then another and chooses a partner out of the ring. Then they wheel—a rapid turning dance—and after the wheeling, the partner is left inside the ring and becomes Sally Walker.

Little Sally Walker, sprinkle in the saucer,
Rise, Sally, rise and wipe your weeping eyes.
Sally turn to the East, Sally turn to the West,
Sally turn to the very one you like the best.

Native American: The Moccasin Game

In this game the players try to guess where a small pebble is hidden while they are distracted by humming and deceptive maneuvers. In the original version of the game, four players are divided into two teams, which face each other. Four stones are hidden, one to a moccasin. Only one of the stones has a marking. As the humming grows louder and one team shuffles the moccasins, the other team must guess where the marked pebble is hidden. The player who guesses correctly four times wins the game.

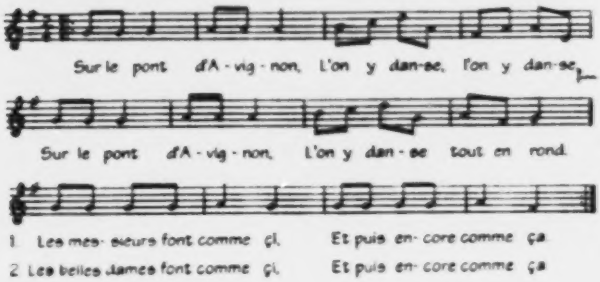
Song of the Moccasin Game



France: Sur le pont d'Avignon*

Teach the children the French words to the song on this page, one line at a time. (The English translation is given for your reference. The children may learn the song in English instead, or as well, if you wish.)

When the children have learned the words, have them form a circle, alternating boys and girls. While they sing the chorus, they circle to the right. When the children sing the first verse, they stop circling. The boys salute each time they sing "comme," and drop their hands when they sing "çi" and "ça." When the children sing the second verse, they stop circling. The girls curtsy each time they sing "comme," and straighten up when they sing "çi" and "ça."



English Translation:

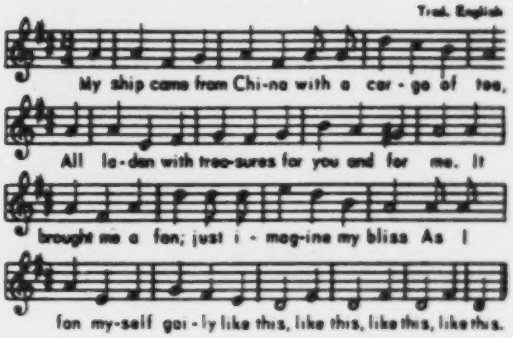
Chorus: On the bridge of Avignon,
They are dancing, they are dancing.
On the bridge of Avignon,
They are dancing round and round.

Verse 1: Gentlemen go this way,
And again go that way.

Verse 2: Ladies all go this way,
And again go that way.

* *Celebrations*, Macmillan Seasonal Activity Packs, copyright © 1986 Macmillan Educational Company, a Division of Macmillan, Inc. Permission pending.

England: The Chinese Fan



Sing the song five times. Fan yourself as follows:

First time: with right hand.

Second time: with both hands.

Third time: with both hands as you sweep right foot back and forth.

Fourth time: with both hands and both feet.

Fifth time: with both hands and both feet as you nod head back and forth.

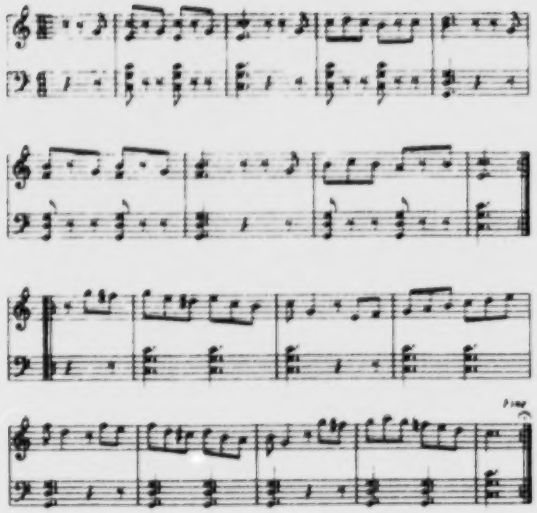
Dances from Around the World

Children enjoy doing these dances as a group or individually. The steps and movements are simple.

Mexico: Hat Dance

The national dance of Mexico (Jarabe Tapatio)

- Bring in colorful hats, shawls, scarves, full skirts, ponchos, and other dress-up clothes.
- Let children dress up as they please.
- Assign the children partners. Have the pairs of children stand spread out in the classroom. (At a slow tempo, play the first half of the melody on this page, including the repeats (16 measures). Children may sing the melody using the syllables *da-da*.
- Have children stamp their feet on the strong beats and clap once at the end of the four measures. (For the first eight measures of the last half of the dance, have children link right arms with their partners and take running steps in self-contained circles. For the final eight measures, have them link left arms and repeat the procedure.)



Children make a large circle. They put one heel forward at a time to the rhythm of the music, alternating feet. Then everyone dances to the right around the circle. When the music changes, everyone turns and dances to the left. Repeat heels to the rhythm of the music. Everyone joins hands and dances to the center of the circle, raising joined hands high. Then dance back, forming a big circle again, bending low. Repeat 3 times.

La Raspa

Resbale así su pie,
Uno, dos y tres
Y ahora el otro pie
Uno, dos y tres. (Repeat)

A la derecha, a la derecha
A la derecha, a la derecha
A la izquierda, a la izquierda
A la izquierda, a la izquierda.

Slide your foot this way,
One, two and three
and now the other foot
One, two and three. (Repeat)

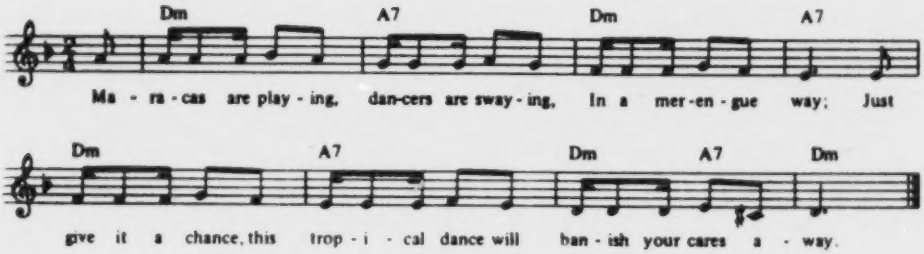
To the right, to the right
to the right, to the right
To the left, to the left
to the left, to the left.

Dominican Republic: Merengue*

Materials:

maracas, rhythm sticks, castanets (optional)

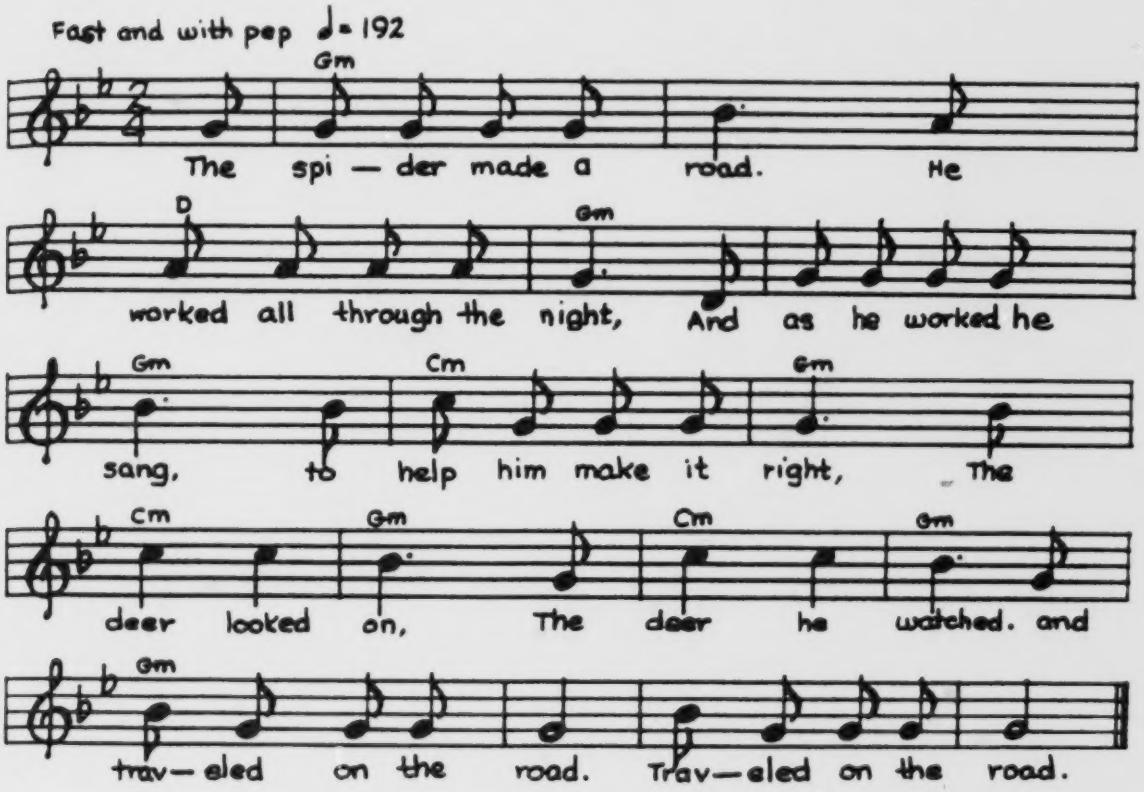
- Have children listen as you sing and play the song.
- Teach children the words to the song, one line at a time.
- When children are familiar with the words, distribute the maracas and rhythm sticks to individual children. Children can play the instruments to the beat of the music, while others sing the song.
- Teach the children a simple merengue dance step. The children stand in a circle facing the center. The children take a small step to the left and then slide their right foot to meet the left foot. Children will take eight complete merengue steps during the songs.



* *Wonderful World*, Macmillan Early Skills Program. Copyright 1985, Macmillan Educational Company, A Division of Macmillan, Inc. Permission pending.

The Spider Makes a Road
(Native American)

The spider makes a silk road to help the deer travel in darkness.



Buenos Días

(tune: Happy Birthday)

Buenos días a ustedes
Buenos días a ustedes
Buenos días, buenos días
Buenos días a ustedes.

Good Morning

Good morning to you
Good morning to you
Good morning, good morning
Good morning to you.

Feliz Cumpleaños a Ustedes

Feliz cumpleaños a ustedes
Feliz cumpleaños a ustedes
Feliz cumpleaños *(nombre del niño)*
Feliz cumpleaños a ustedes.

Happy Birthday to You

Happy birthday to you.
Happy birthday to you.
Happy birthday to *(child's name)*
Happy birthday to you.

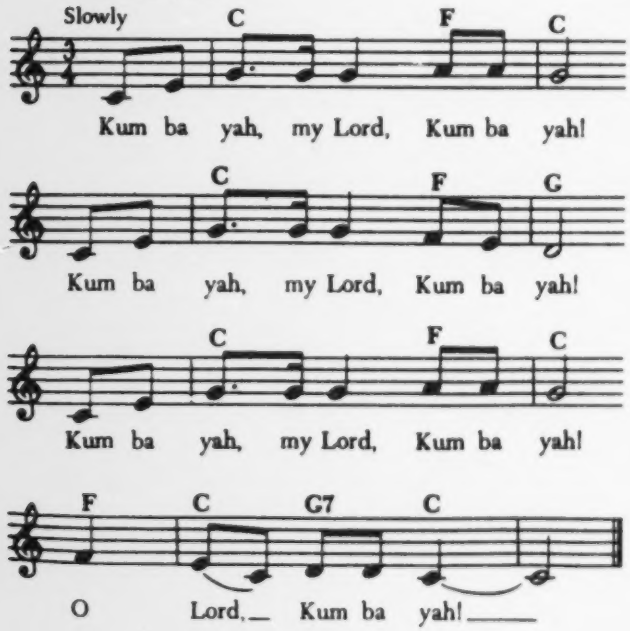
Yo Tengo Gozo

Yo tengo gozo, gozo, gozo, gozo
En mi corazón, en mi corazón, en mi corazón
Yo tengo gozo, gozo, gozo, gozo
En mi corazón, en mi corazón.

I Have a Joy Down in My Heart

I have a joy, joy, joy, joy
Down in my heart, down in my heart, down in my heart.
I have a joy, joy, joy, joy
Down in my heart, down in my heart

Kum ba yah



2. Someone's crying, Lord . . .
3. Someone's singing, Lord . . .
4. Someone's praying, Lord . . .

Yom Houledet (Hebrew)

Yom houledet samayach
Yom houledet samayach
Yom houledet samayach
Yom houledet samayach

CHANTS FROM MANY CULTURES

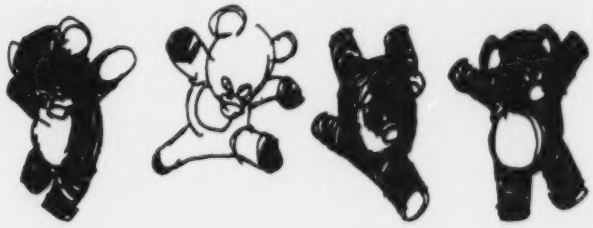
Tortillitas

Tortillitas, tortillitas,
Tortillitas para Papa.
Tortillitas para Mama.
Tortillitas de salvado
Para Papa, que este enojado.
Tortillitas de manteca
Para Mama, que esta contenta.

Little Patty-Cakes

Little tortillas, little tortillas,
Little tortillas for Papa.
Little tortillas for Mama.
Little tortillas made of bran
For Papa, who is angry.
Little tortillas of lard
For Mama, who is happy.

Thirty days hath September,*
April, June, and November;
All the rest have thirty one,
Excepting February alone,
And that has twenty eight days clear
And twenty nine in each leap year.



Teddy Bear, Teddy Bear, turn all around.*
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, read the news
Teddy Bear, Teddy Bear, shine your shoes.
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, turn out the light.
Teddy Bear, Teddy Bear, say *good night!*

Juba this; Juba that;*
Juba chased a yellow cat.
Juba up; Juba down;
Juba runnin' all around.

Peanut, peanut butter—and jelly*
Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly

First you take a peanut and you smush it,
You smush it.

First you take a peanut and you smush it,
You smush it *(Use fist in palm.)*

Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly

Then you use a knife to spread it, spread it.
Then you use a knife to spread it, spread it.

Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly

Then you make a sandwich, a sandwich.
Then you make a sandwich, a sandwich.

Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly

Then you eat it!

* *Chants for Children*, compiled by Mary Lou Colgin (Mt. Ranier, MD: Gryphon House, Inc., 1991). Permission pending.

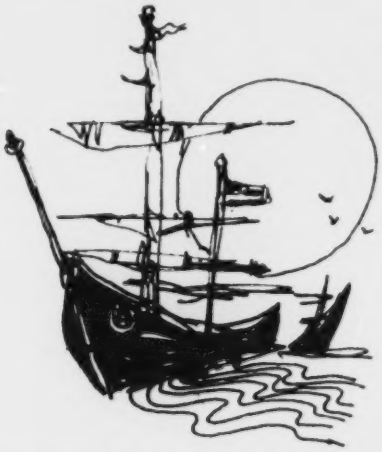
RESPONSE CHANTS

These chants may be used as group speech or in the call/response mode or a combination of the two styles. For instance, a leader could chant one line, the group the next line, or half the class may respond to the other half.

There's a big ship sailing on the illy ally oh,*
Illy ally oh, illy ally oh.
There's a big ship sailing on the illy ally oh,
Hi, ho, illy ally oh.

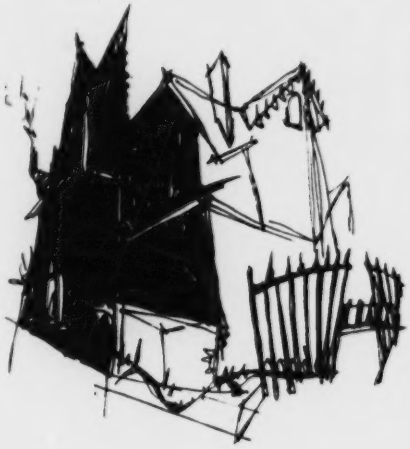
There's a big ship sailing, rocking on the sea,
Rocking on the sea, rocking on the sea.
There's a big ship sailing, rocking on the sea,
Hi, ho, rocking on the sea.

There's a big ship sailing back again,
Back again, back again.
There's a big ship sailing back again,
Hi, ho, back again.



A sailor went to sea, sea, sea,*
To see what he could see, see, see,
And all that he could see, see, see
Was the bottom of the deep blue sea, sea,
sea.

The following chant is often done with one person saying a line, and everyone else repeating it in a ghostly voice.



In a dark, dark wood, there was a dark, dark
house.*
And in that dark, dark house, there was a
dark, dark room.
And in that dark, dark room, there was a
dark, dark closet.
And in that dark, dark closet, there was a
dark, dark shelf.
And in the dark, dark shelf, there was a
dark, dark box.
and in that dark, dark box, there was a
GHOST!

Who stole the cookies from the cookie jar?*
(Name) stole the cookies from the cookie jar.
Who, me?
Yes, you.
Couldn't be.
Then who?

(Another child's name) stole the cookies
from the cookie jar.
Who, me?
Yes, you.
Couldn't be.
Then who?

* *Chants for Children*, compiled by Mary Lou Colgin (Mt. Ranier, MD: Gryphon House, Inc., 1991). Permission pending.

CULMINATING PROJECT

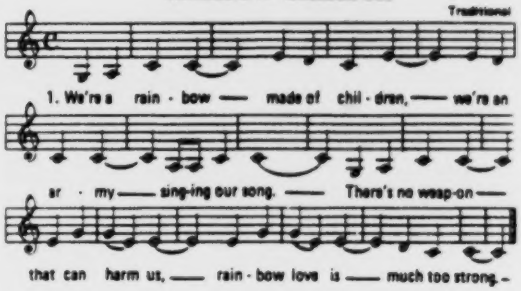
Read the book *Peace Begins with You*, by Katherine Scholes, to the class or sing "Let There Be Peace on Earth" with the children.

Ask the children:

- What is peace?
- Where does it come from?
- How can we find it?
- How can we work for peace?

Plan an assembly program in which children may read sections of the book and sing songs of friendship, goodwill and unity.

Rainbow Children



Now the rainbow's all kinds of people,
Walking together hand in hand.
At the end of the rainbow
May there be peace throughout the land.

Repeat verse one.

It's a Small World

It's a world of laughter
A world of tears
It's a world of hopes
And a world of fears
There's so much that we share
That it's time we're aware
It's a small world after all.

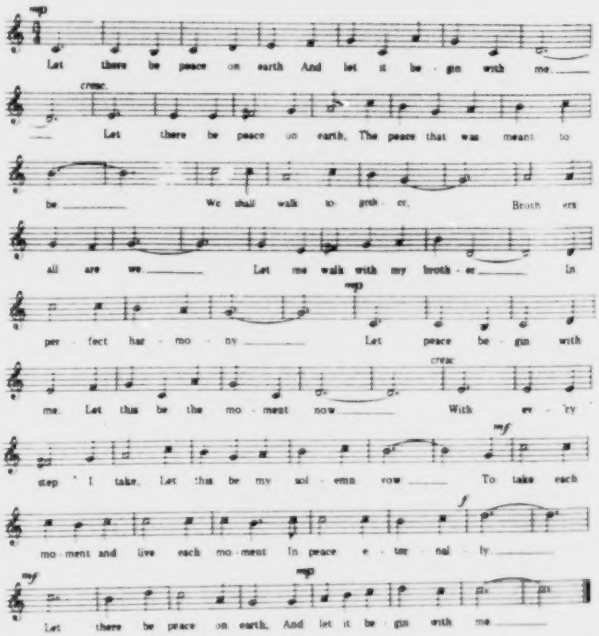
It's a small world after all
It's a small world after all
It's a small world after all
It's a small, small world.

(Spanish)

Es un mundo de risa
Un mundo de pena
Mundo de illusion
Mundo de temor
Tanto que compartir
Es hora de saber
Es un mundo pequeño

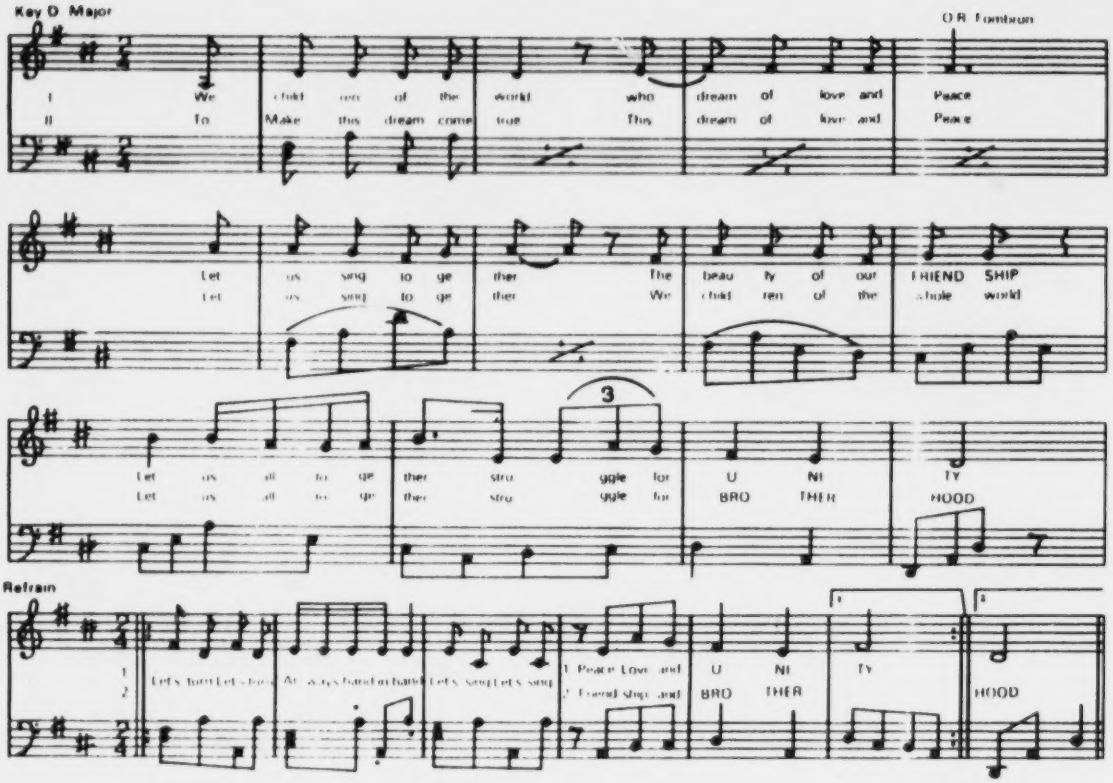
Es un mundo pequeño
Es un mundo pequeño
Es un mundo pequeño
Es un mundo pequeño.

Let There Be Peace on Earth



BEST COPY AVAILABLE

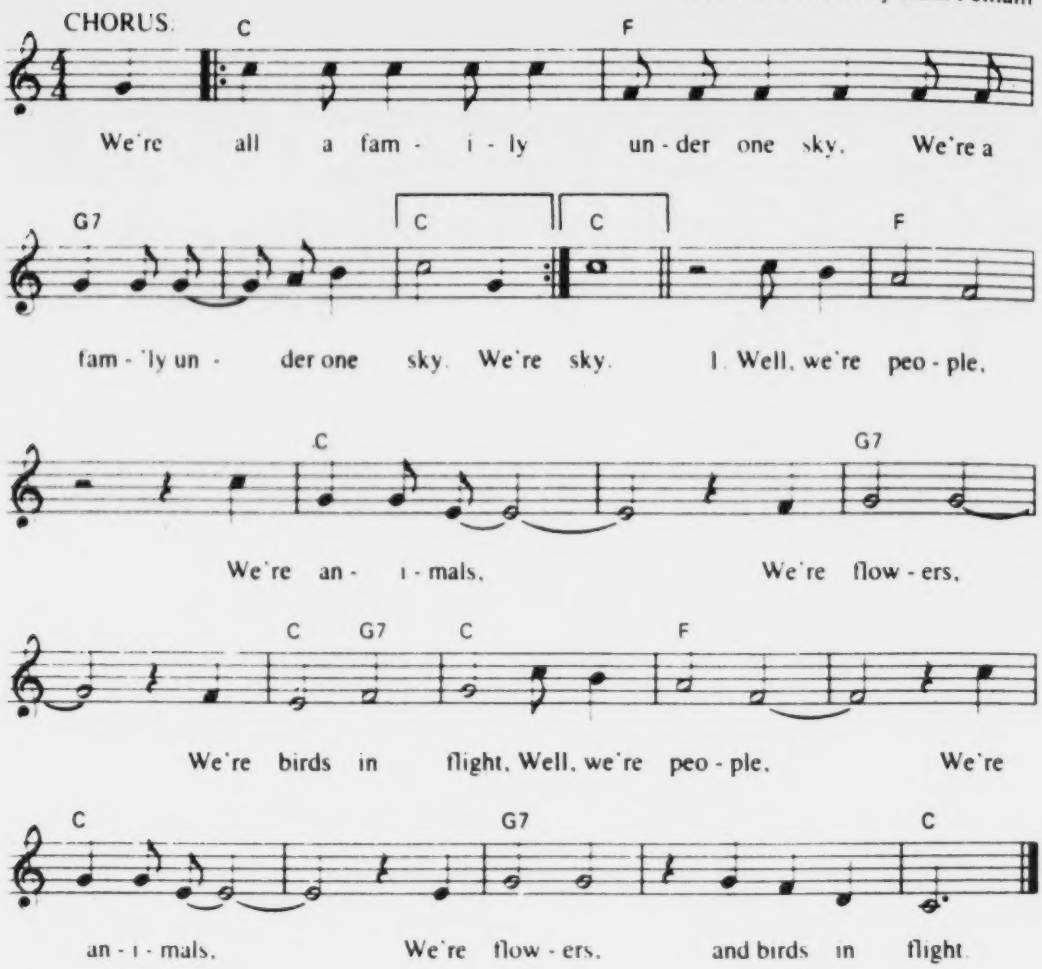
Song of Friendship



East African Literature Bureau, Nairobi, Kenya, 1974

Under One Sky

Words and music by Ruth Pelham



Chorus

Well, we're plumbers, we're doctors.
We're farmers and teachers, too. (Repeat)

Chorus

We're lions, we're elephants,
We're puppies and kangaroos. (Repeat)

Chorus

We're daisies, we're tulips,
We're roses, chrysanthemums. (Repeat)

Chorus

Well, we're Americans, we're Russians,
We're Italians, and Vietnamese.
We're Israelis, we're Irish,
We're Africans, and we're Chinese.

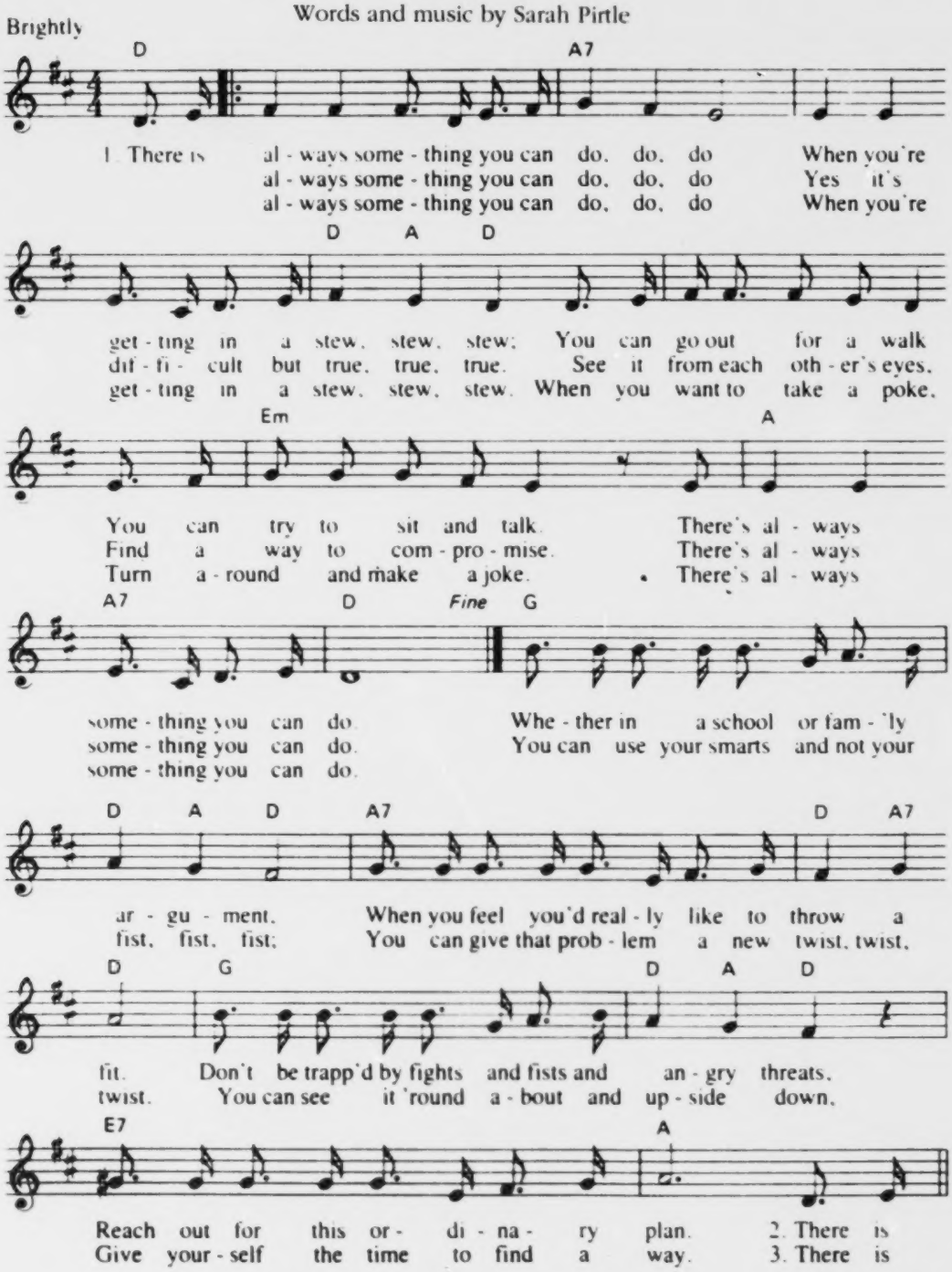
Chorus

Copyright 1982 by Ruth Pelham. ASCAP—Music Mobile Workshops/Seminars/Resources, Albany, N.Y. Permission pending.

BEST COPY AVAILABLE

There Is Always Something You Can Do

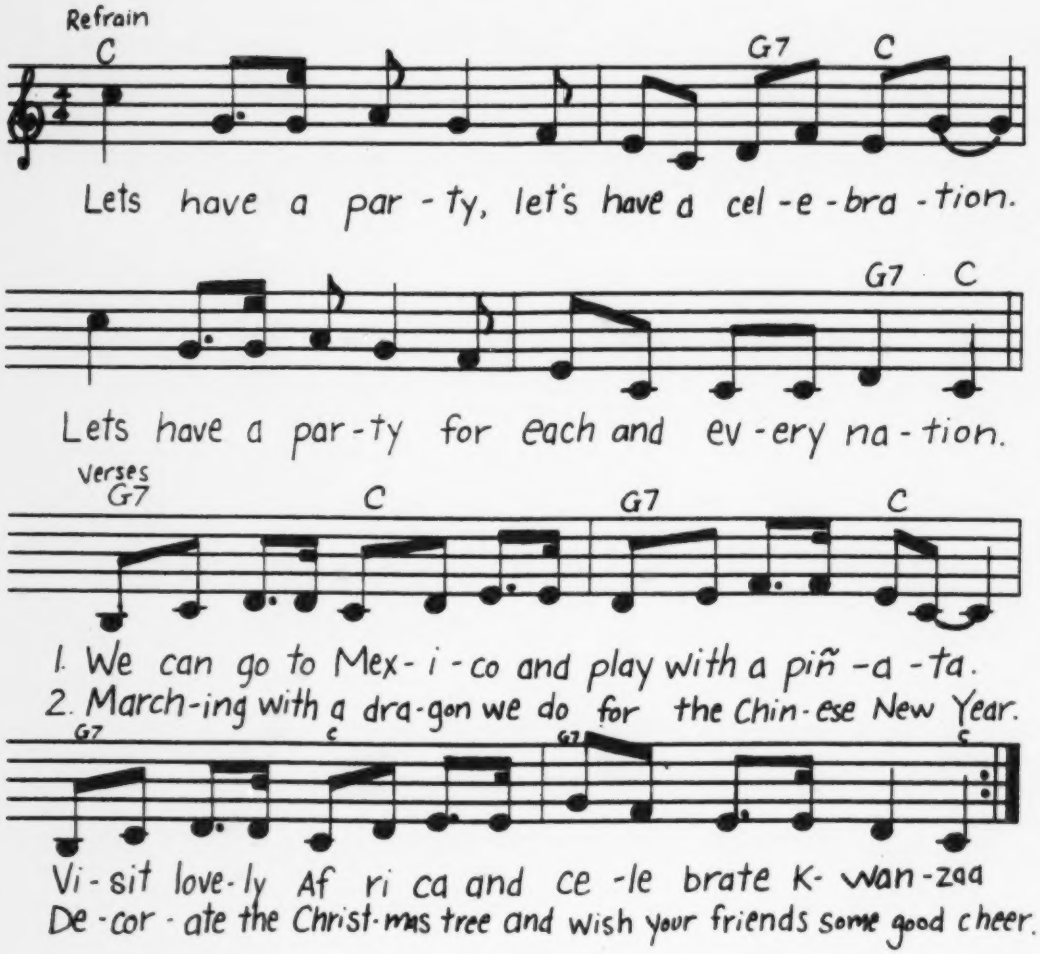
Words and music by Sarah Pirtle



Copyright 1984 Sarah Pirtle. Published by Gentle Wind, Albany, NY. BMI. Friendly Classroom For a Small Planet. Permission pending.

Let's Have a Party!

Words and music by "Miss Jackie" Weissman



Instructor, November/December 1988. Permission pending.

THEME C: SO LIKE US

"So Like Us" is an exciting theme for first grade children. It gives children opportunities to learn about their world as they explore the natural environment and discover the special characteristics of animals and plants. Understanding that plants and animals are "so like us" helps young children to develop respect for other living things and for themselves. Children will engage in many hands-on activities and experiments as they investigate, classify, discuss, and reflect on the many aspects of this theme.

BROAD-BASED GOALS

- To understand that all living things need food, shelter and water.
- To recognize that all living things grow and change.
- To realize that there are many similarities and differences among the habitats in which animals live.
- To recognize that the differences between living things make them special and important.

The activities in Learning Experience I, Seeds and Plants, include sorting and planting seeds, learning about fruits and vegetables, sharing and enjoying food from other cultures, and making booklets related to the various activities. Children will make a fruit salad and learn many poems, songs and fingerplays as they move through this theme.

Learning Experience II, Animals and Us, is designed to help children understand that all living things depend upon their environment and each other to survive. First graders will understand that although each animal has unique needs and characteristics, they can live together and share in nature's bounty. Activities include a trip to the zoo, graphing, games, riddles, painting, and a stuffed animal parade. A research center will be established in the classroom using the current theme as a springboard for developing skills for content-related inquiry.

The teacher will find that the various skills and activities included in this theme will enhance all areas of the first grade curriculum. The activities in this theme may be implemented at those times during the school year when they are most appropriate.

Communication Arts

- Making books
- Recording in a journal
- Recalling sequence
- Using descriptive words
- Learning words in other languages
- Completing a trip board
- Contributing to class experience charts
- Practicing alphabetical order
- Reciting poems and fingerplays
- Sorting animal cards by description
- Making and solving riddles
- Learning group names of animals and people
- Distinguishing between reality and fantasy
- Using reference materials
- Creating reference materials
- Describing animal movements
- Using beginning research skills
- Predicting outcomes
- Making inferences
- Summarizing
- Understanding cause and effect relationships

Science

- Sorting seeds
- Comparing/contrasting seeds, plants and fruit
- Germinating seeds
- Identifying parts of plants
- Formulating and testing hypotheses
- Planning experiments
- Observing and recording growth processes
- Rooting vegetables
- Creating a mini-museum
- Exploring properties
- Finding out about animal characteristics
- Charting similarities and differences among people, animals and plants
- Using process skills
- Making discoveries
- Analyzing data

Art

- Making a model lima bean
- Printing with fruits and vegetables
- Drawing symmetrical pictures
- Creating a mobile
- Illustrating pages in books

Music/Movement

- Singing songs
- Marching in rhythm
- Imitating animal movements
- Playing circle games

Social Studies

- Relating home and school activities
- Exploring uses of food
- Working together in groups
- Using map and globe skills
- Making choices
- Visiting a neighborhood market
- Identifying jobs
- Discovering how community workers help us
- Sharing food from other cultures
- Using money for purchasing goods
- Visiting the zoo
- Using a research frame

Health/Cooking

- Learning about animal care
- Comparing body parts of humans and animals
- Using senses to explore food
- Using scissors and kitchen utensils with care
- Examining vegetables
- Sharing zoo animal snacks
- Preparing a fruit salad

So Like Us

Mathematics

- Sorting seeds
- Sequencing
- Recognizing lines of symmetry in fruits and vegetables
- Collecting, organizing and graphing data
- Making a concrete graph
- Interpreting information on a graph
- Counting
- Using drawings to represent objects
- Estimating capacity
- Using attributes to classify objects
- Ordering
- Comparing and identifying groups of objects
- Distinguishing likenesses and differences
- Pairing objects using one-to-one correspondence
- Identifying a collection of objects
- Using non-standard measurement
- Maintaining logs

SEEDS AND PLANTS

LEARNING EXPERIENCE I

Concepts:

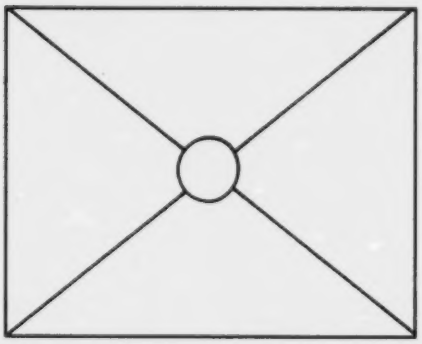
- Plants are living things.
- Plants need water, light, and soil.
- Plants are alike in some ways and unique in other ways.
- Plants grow and change.

Preliminary Activity:

Read *The Carrot Seed* by Ruth Krauss. Elicit from the children names of seeds they know. Make a collection of assorted beans and seeds.

The child will sort various seeds. The teacher can:

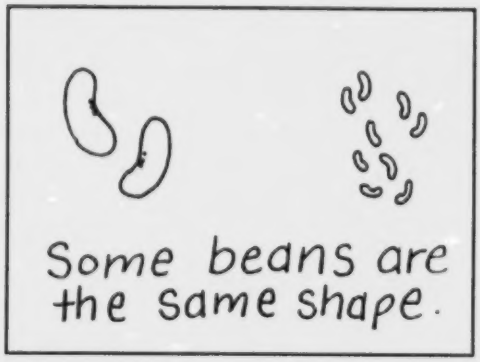
- obtain a variety of beans and seeds.
- distribute an assortment of beans and seeds in small plastic bags.
- prepare sorting mats on laminated oaktag.

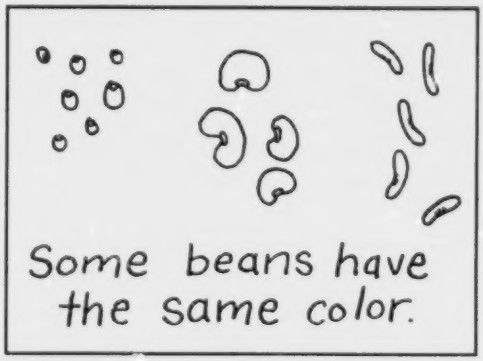


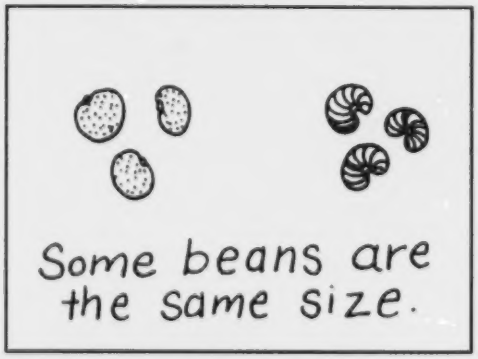
- place a Velcro strip in the circle and on the base of a paper cup, bowl, or milk container.

The children can work in small groups to:

- talk about sorting by one attribute (color, shape, size, texture).
- pour the contents of the plastic bag into the container in the sorting mat.
- sort the beans and seeds according to one characteristic.
- share their sorting methods.
- make and share sorting booklets about what they did.
- re-sort the beans and seeds using a different method.
- add new methods to the sorting booklets.







- These questions may be asked:
  - — How did you sort these beans?
  - — Why does (doesn't) this belong here?
  - — What other way could you sort these?

CURRICULUM AREA: SCIENCE

Materials:

three containers, soil, water, gravel or styrofoam, nine dried beans that have been soaked overnight

Vocabulary:

control group	seeds/beans
growth	soil
planting	sunlight

Experience:

The teacher can:

- discuss with the children how plants grow.
- ask "What kinds of help do they need to grow?"
- ask "How can we find out whether sunlight and water are really necessary for plants to grow?"

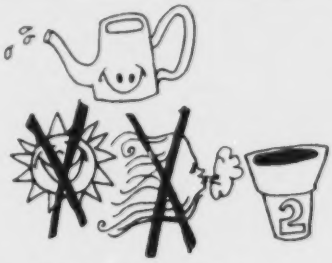
The children can:

- place a layer of gravel or styrofoam in the bottom of each container.
- put soil into each container.
- plant three beans in each container.
- label the containers as shown.
- water two of the plants.
- place one watered plant in a closet.
- place the other two plants on the window ledge.
- continue the experiment by watering the appropriate plants.

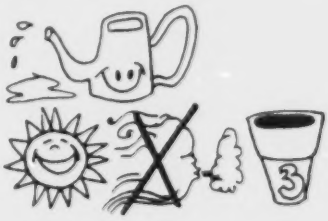
Follow-up:

- The teacher can prepare a class experience chart and log of the progress of each plant according to the children's observations.
- The children can make individual booklets about the experiment.

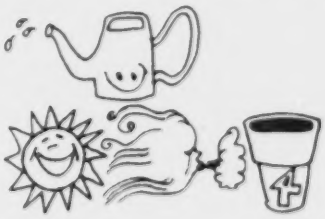
I had sun. I did not have air.
I did not have water. Draw me.



I had water. I did not have air.
I did not have sun. Draw me.



I had sun. I did not have air.
I had too much water. Draw me.



I had sun. I had air.
I had water. Draw me.

CURRICULUM AREAS: SCIENCE/MATH

Materials:

glass jars, dried lima beans, cotton, water, soil, gravel or styrofoam

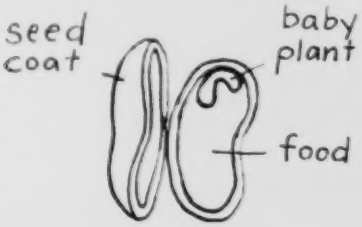
Vocabulary:

baby plant root sprout

Experience:

Children can:

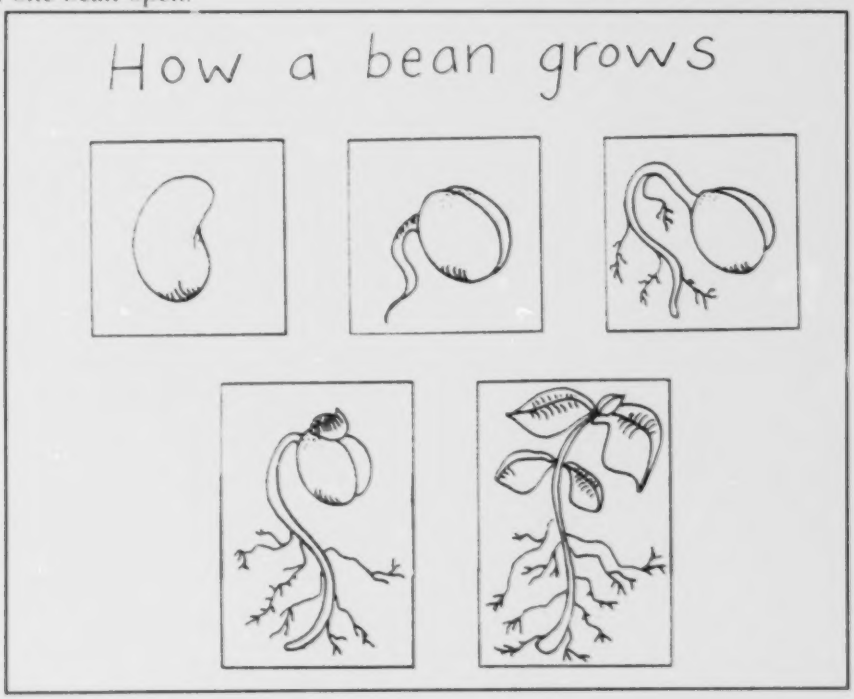
- write their names on strips of tape to label the containers.
- put cotton in the bottom of each container (about 1/4 full).
- put two beans between the cotton and the glass in each container and two beans on top of the cotton.
- dampen the cotton and keep it damp.
- place the jars on the window ledge for light.
- after two days, observe the changes in the beans.
  — Split one bean open.
  — Look at the parts that have begun to grow.
  — Draw what the beans look like.
  — Label the parts.



- make a model of a lima bean seed.

Follow-up:

- The children can plant their sprouted beans and record their growth.
- The teacher can use the Plant-a-Seed sheet on page **257** to help children learn the sequence of planting. Make sequence picture cards related to plant growth. These can be displayed on a bulletin board in the Science Center. A duplicate set can be used by the children in the Science Center to put in sequential order.
- The children can sing and act out planting songs and poems. (See page 258.)



A record of my plant's growth

Name _____ **Date** _____

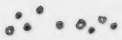
Draw a picture of your plant.

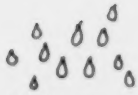
Plant a Seed

Name: _____

Rocks

Soil


Seeds


Water

Light

Step 1

Step 2

Step 3

Step 4

Step 5

All Steps

This Is the Way We Plant the Seeds

(to the tune of "Here We Go 'Round the Mulberry Bush")

This is the way we plant the seeds

(Imitate planting)

Plant the seeds, plant the seeds
This is the way we plant the seeds
So early in the morning.

This is the way we water the seeds ...

(Imitate sprinkling)

This is the way we pull the weeds ...

(Stoop down and pull the weeds)

Do You See My Garden Grow?

(to the tune of "The Muffin Man")

Oh do you see my garden grow

(Move hands up to imitate growing)

My garden grow, my garden grow?
Oh do you see my garden grow,
I water it just so.

(Pretend to sprinkle garden)

Oh do you see my garden grow ...
I rake it nice and slow.

Oh do you see my garden grow ...
I weed it, don't you know.

Planting*

I took a little seed one day
About a month ago.
I put it in a pot of dirt,
In hopes that it would grow.

I poured a little water
To make the soil right.
I set the pot upon the sill,
Where the sun would give it light.

I checked the pot most every day,
And turned it once or twice.
With a little care and water
I helped it grow so nice.

— *Dick Wilmes*

* *Everyday Circle Times*, Liz and Dick Wilmes, (Dundee, IL: Building Blocks), 1983, p. 118 Permission pending.

CURRICULUM AREAS:
SCIENCE/WRITING

Materials:

green bean plant (or other potted plant), magnifying glass

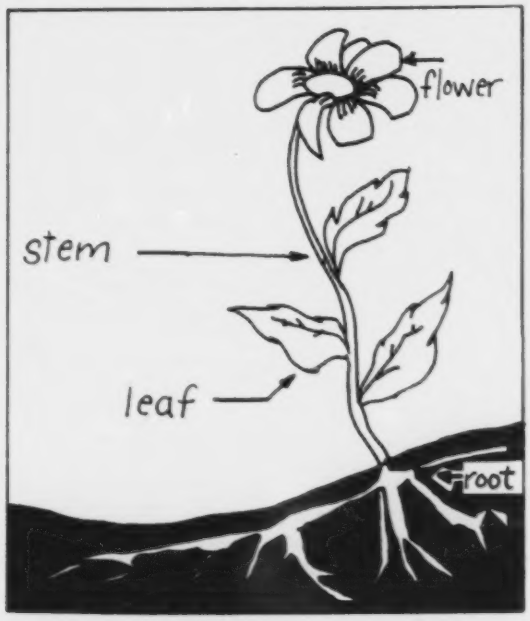
Vocabulary:

flowers
leaves
stems
roots

Experience:

Children can:

- learn about the parts of the plants.
- observe one of the growing lima bean plants.
- name the parts they can see.
- discuss the parts they cannot see.



- blow like the wind on the plant to make it move from its place.
- observe that roots hold the plant steady.
- gently lift the plant out of the soil and brush away the soil to expose the main root.
- examine the root under a magnifying glass and describe what you see.
- tell in what direction roots grow. (Explain that roots grow downward so they can take in water and minerals from the soil for the plant's stems and leaves.)
- re-pot the plant so it will continue to grow.

Follow-up:

Children can root vegetables in water to observe how roots, stems, and leaves grow. Suggested vegetables are carrot tops, red radishes, sweet potatoes, onions and garlic cloves.

Steps for Rooting Vegetables

1. Fill a container with water.
2. Stick toothpicks in the vegetable so that only a small portion is suspended in the water.
3. Place in sunlight.
4. Add water to keep the original level.
5. Observe what happens.
6. Does it send out stems with green leaves?
7. What happens to the vegetable?

(This process may take one to two months to complete.)

My experiment

Name _____ **Date** _____

1. My question is: _____

_____

_____

2. My prediction is: _____

_____

_____

Draw a picture of your plant.

3. What happened: _____

_____

_____

CURRICULUM AREAS:
SCIENCE/ART/LANGUAGE ARTS

Materials:

assorted fresh fruit, paint, paper, paintbrushes, knives, pictures of fruits and vegetables, small plastic bags

Vocabulary:

different
match
same

Experience:

In small groups, the children can:

- cut fruit and take out the seeds.
- discuss how the seeds are the same and different.
- place the seeds into plastic bags labeled by the fruit/vegetable name.
- write an experience story for a chart.

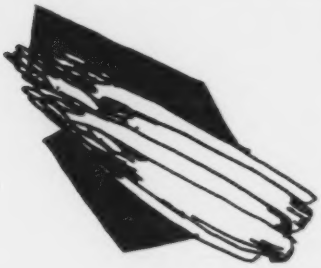
Follow-up:

The children can:

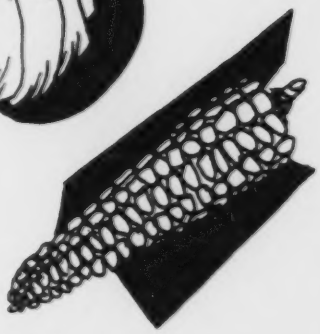
- make prints by painting slices of many fruits and vegetables or making patterned prints by repeating the fruit image on paper many times.
- make a vegetable booklet using the fold-a-book method.

We cut the apples and oranges.
They had seeds.
The apple seeds are black.
They are slippery.
They are little.
The orange seeds are white.
They are big and wrinkled.
They are wet.

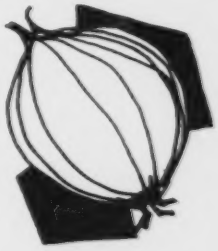
Name: _____



Vegetables

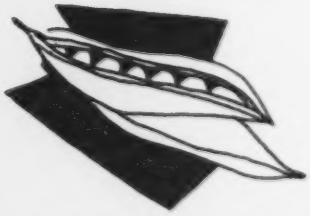
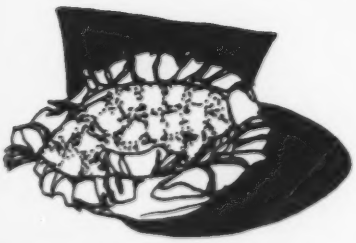


How we use them.

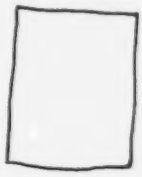
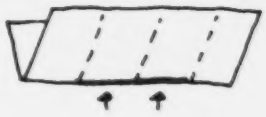
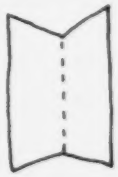
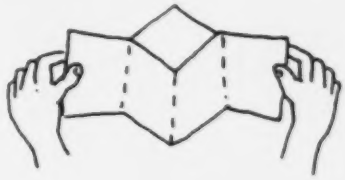
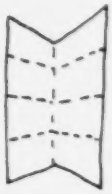
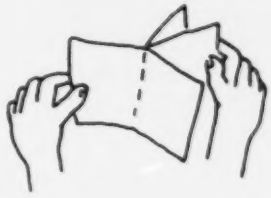
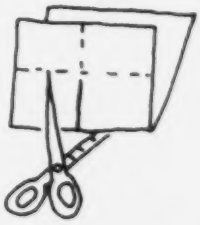
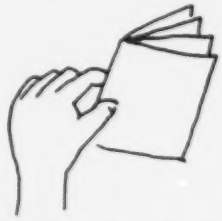


Name: _____

Vegetables Grow
What do they need?

Teacher Hints for Fold-A-Book Directions

1. Use any size paper. 	5. Fold lengthwise. 
2. Fold lengthwise. 	6. Push into center. 
3. Fold into eighths. 	7. Push until corners meet at center. 
4. Cut halfway up. 	8. Fold to make book shape. 
9. To make a book with more pages, paste two books together. 	

256

CURRICULUM AREAS:
MATH/SCIENCE/LANGUAGE ARTS

Materials:

assorted seeds and beans, milk containers, labels, stapler or paper clips

Vocabulary:

describe	rule
museum	sort

Experience:

Children can:

- make a collection of seeds.
- cut the tops off 24 milk containers, leaving a 2" base.
- sort the seeds and beans into the containers.
- label the containers using descriptive words.

Allow extra containers for children to use to sort other seeds that are included in this theme or that they may bring to school. Put seed collection in the Science Center where the children can mix and re-sort the beans in other ways.

- The teacher can interact with small groups of children by asking:
  - — Why do you sort the beans this way?
  - — What is your method?
  - — Why does (doesn't) this bean belong here?
  - — Can you sort them a different way?
  - — Can you name two ways in which the beans are the same?
  - — Can you name two ways in which the beans are different?
- Children can fill in the chart "Observing Seeds" to record their experiences.

Name: _____ Date: _____

OBSERVING SEEDS

Look at six different seeds. Then fill in the chart below.

SHAPE	COLOR	TEXTURE	SIZE
Draw the seed	Write the color	rough, hard, smooth	small, medium, large

CURRICULUM AREA: MATH

Materials:

apples, bananas, oranges, peppers, cucumbers, 3" piece of string

Vocabulary:

half	match	symmetry
horizontal	symmetrical	vertical

Experience:

The children can:

- observe that some fruits and vegetables are symmetrical.
- cut an orange or grapefruit in half vertically.
- look at the two halves.
- determine how they are the same or different.
- use a 3" piece of string to find out if symmetry can be seen when the string is:
  - — held vertically in the center of the half section.
  - — held horizontally in the center of the half section.
  - — held diagonally in the section of fruit.
  - — held at other places on the section of the fruit.
- predict if fruit can be cut in other directions to find symmetry (horizontally, diagonally).
- compare the inside and outside of the fruit for symmetry.

The teacher can:

- continue this activity using other fruits and vegetables, allowing the children to make predictions about each one as they work together in a small group.
- place in the Math Center pictures of fruits and vegetables that have been cut in half for children to match as symmetrical wholes.

Follow-up:

The children can:

- draw symmetrical pictures using half slices of pepper:
  - — fold a piece of paper in half.
  - — draw a line down the center of the paper.
  - — trace the half pepper slice on one side of the line.
  - — on the other side of the line, draw the matching half of the pepper slice.

CURRICULUM AREA: LANGUAGE ARTS

Materials:

drawing paper, crayons, chart paper

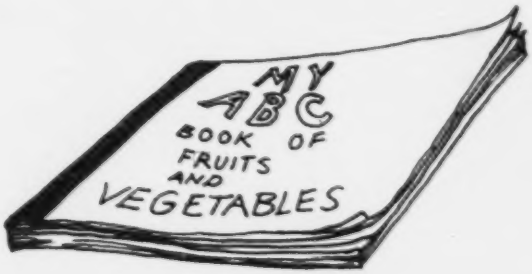
Vocabulary:

names of fruits and vegetables

Experiences:

The teacher can:

- read *Eating the Alphabet* by Lois Ehlert.
- brainstorm an A to Z list of fruits and vegetables.
- write the words on a chart.
- distribute 13 folded sheets of paper to each child to make individual ABC books.



The children can:

- label each page with a letter of the alphabet.
- write names of fruits and vegetables on appropriately lettered pages.
- illustrate the words.
- Children can learn names of fruits and vegetables in other languages:

English	Spanish	Haitian-Creole	Chinese
fruit	la fruta	fwi-a	水果
apple	la manzana	pòmté	蘋果
orange	la naranja	zorang-la	橙；橘子
cherry	la cereza	seriz-la	櫻桃
pineapple	la piña	zannana	菠蘿；鳳梨
banana	el guineo	bannann	香蕉
tomato	el tomate	tomat-la	番茄

CURRICULUM AREAS: SOCIAL STUDIES/MUSIC

Materials:

Globe or large map of the world, small cut-outs of fruits purchased

Vocabulary:

Names of fruits and vegetables purchased, names of countries or regions where fruit is grown.

Experience:

The teacher can:

- teach the song "Supermarket" and the poem "Fruit Stand."
- take the children to a neighborhood store or fruit stand to purchase fruits and vegetables representative of the many cultures in our city.

Follow-up:

- Discuss the names of all the items purchased.
- Ask the children where they think these fruits and vegetables are grown.
- Display a globe or large map of the world.
- Mark the areas where the fruits or vegetables grow.

Peaches	Georgia (United States)
Pineapples	Hawaii, Puerto Rico
Bananas	Ecuador, Israel, Caribbean Islands
Mangoes	Caribbean Islands
Grapes	Greece, Italy, Chile
Bok Choi	China
Guava	Caribbean Islands
Avocados	Caribbean Islands, Israel

- Tell the children that plants come from regions all over the world. Several plants and some of the places where they grow are listed above.

The Fruit Stand*

A rainbow full of colors you will see,
When you visit the fruit stand today with me.
Cases full of oranges stacked so high,
Then bushels of red apples will catch your eye.

Yellow bananas, grapes that are green,
Pineapples, melons, and peaches between.
Berries in colors, red, black, and blue.
Cherries, pears, and tangerines too.

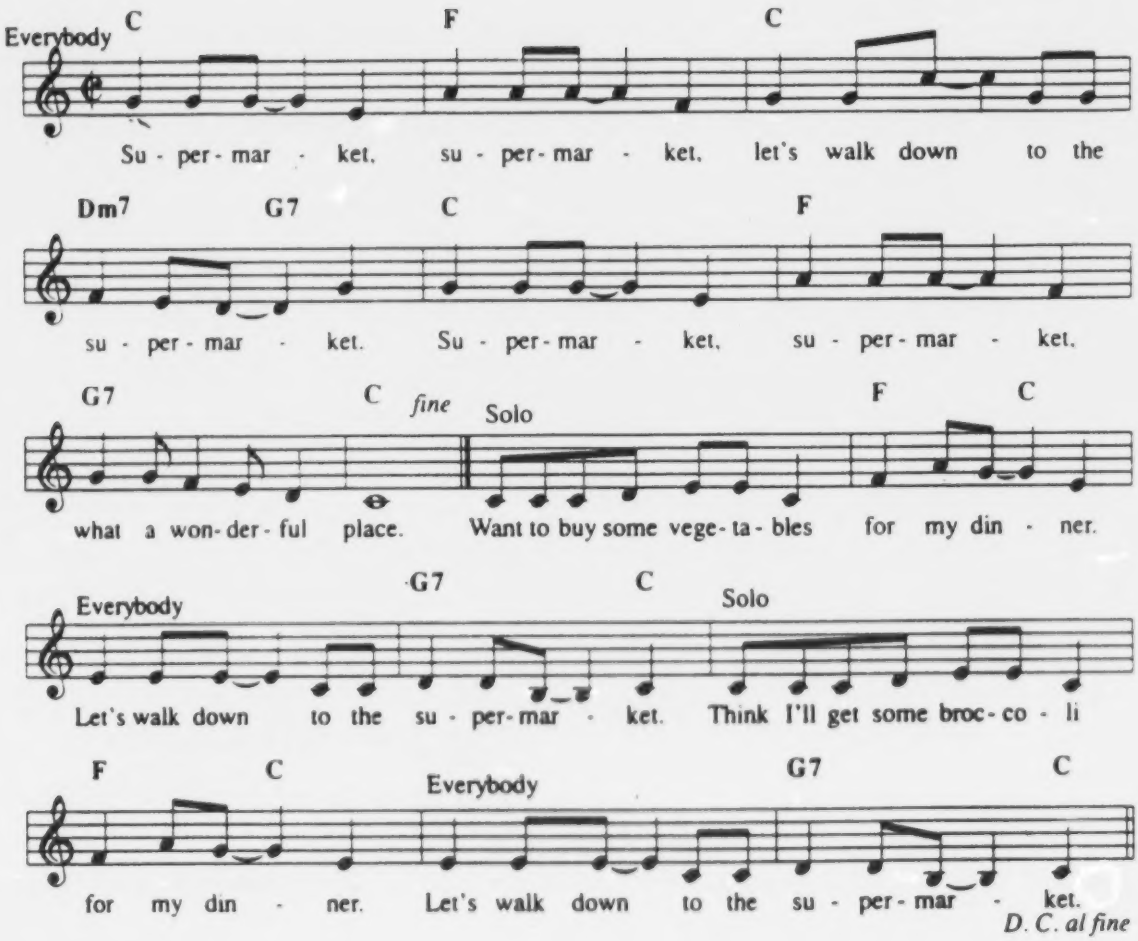
So come to the fruit stand,
Come have a treat
With the sweetness of candy
And better to eat!

— *Dick Wilmes*

* *Everyday Circle Times*, Liz and Dick Wilmes (Dundee, Il: Building Blocks), 1985, p. 96. Permission pending.

Supermarket *
(Calypso)

— *"Miss Jackie" Weissman*



Sing the song "I Like Bananas."

I Like Bananas
(to the tune of "La Cucaracha")

I like bananas,
I like bananas,
Bananas are a treat
I like bananas,
I like bananas,
That is what I like to eat!

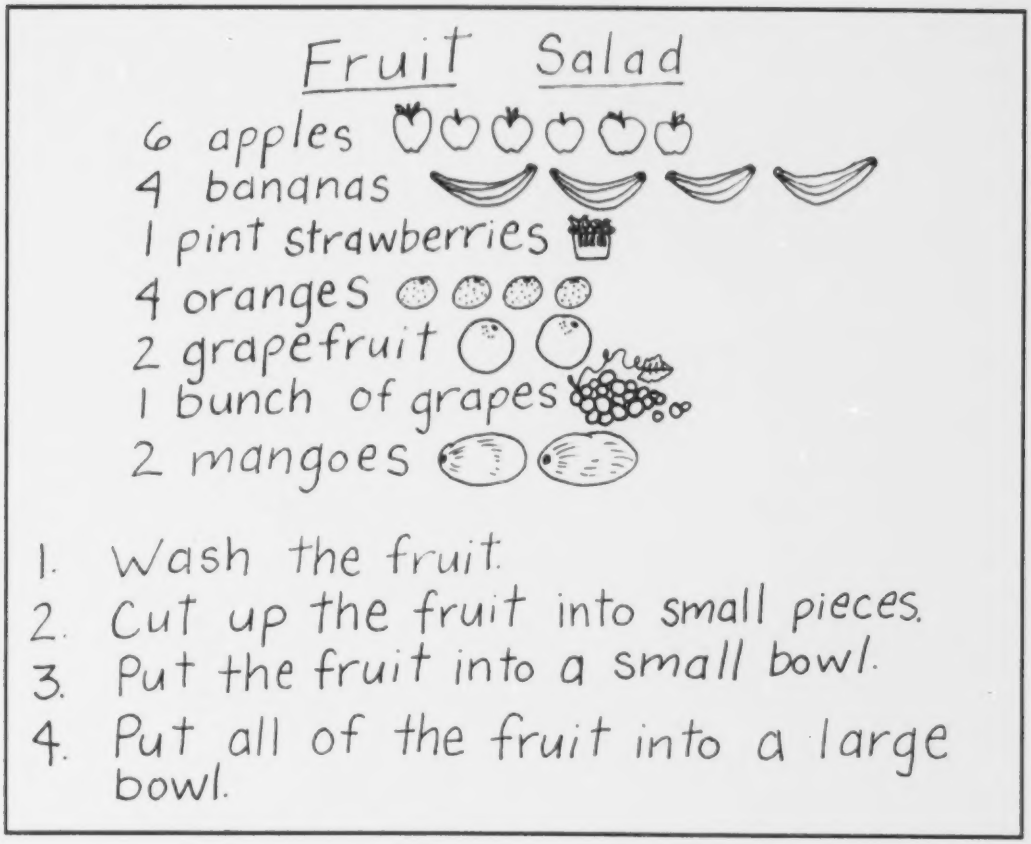
Children can suggest the names of other fruits to sing about in subsequent verses of the song.

* *Instructor*, August 1989, p. 61. Permission pending.

CULMINATING PROJECT

After singing the song, the children can:

- bring in fruits that are grown in their native countries.
- make a recipe chart for fruit salad.
- working in small groups, make the fruit salad.
- taste and share the fruit.
- learn names of fruits and vegetables in other languages.
- make a bar graph or pictograph of the children's favorite fruit.
- invite parents, another class, or school workers to have some fruit salad and have the children share what they have learned.



THEME C: SO LIKE US

ANIMALS AND US

LEARNING EXPERIENCE II

Concepts:

- Animals are living things.
- Animals need food and water.
- Animals are alike in some ways and unique in other ways.
- Animals grow and change.

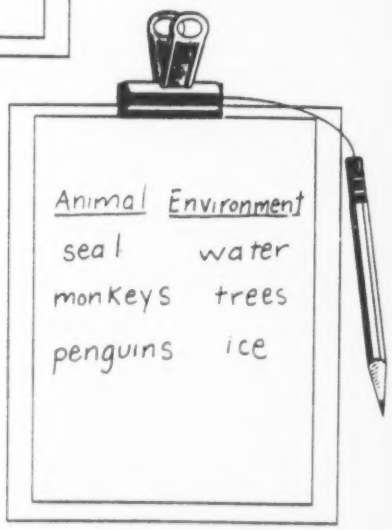
Preliminary Activity:

Plan a field trip to the zoo. The teacher can discuss with the children animal characteristics: body coverings, body shapes, environment, movement, color, types of homes and sounds made. Books about zoo animals can be read to the children. The trip boards for this experience should be discussed with the class prior to the trip. Children will work on their trip boards in small groups during the trip.

After the trip, children can share their trip boards with the class. Encourage the children to focus on dominant characteristics of some of the zoo's animals, for example, elephant's trunk and large ears, giraffe's neck, monkey's long tail, bear's short tail, seal's flippers.

An experience story can be composed and written by the children:

We went to the zoo
We saw many ammals.
The polar bear was white.
A fox was red.
Monkeys climbed trees.
The kangaroo hopped around.
A baby was in the pouch.



262

Children can learn some zoo poems:

Giraffes Don't Huff*

Giraffes don't huff or hoot or howl
They never grump, they never growl
They never roar, they never riot,
They eat green leaves
And just keep quiet..

— *Karla Kuskin*

Bears Everywhere*

Bears, bears, bears everywhere!
Bears climbing stairs.
Bears sitting on chairs.
Bears collecting fares.
Bears giving stares.
Bears washing hairs.
Bears, bears, bears, everywhere!

— *Liz and Dick Wilmes*

The Yellow Giraffe*

The yellow giraffe is tall as can be.
His lunch is a bunch of leaves off of a tree.
He has a long neck and his legs are long too
He runs faster than his friends in the zoo.

— *Liz and Dick Wilmes*

Five Little Elephants**

Five little elephants
Rowing toward the shore,
One fell in.
And then there were four.

Four little elephants
Climbing up a tree,
One slid down.
Then there were three.

Three little elephants
Living in the zoo,
One walked off.
Then there were two.

Two little elephants
Playing in the sun,
One fell asleep.
Then there was one.

One little elephant
Isn't any fun.
Abra-ca-da-bra!
Then there were none!

— *Liz and Dick Wilmes*

* *From* Read-Aloud Rhymes. *Selected by Jack Prelutsky. Illustrated by Marc Brown. (New York: Alfred A. Knopf, 1986).* Permission pending.

** *Everyday Circle Times*, p.76. Permission pending.

The Bear Went Over the Mountain*

The bear went over the mountain
(extend forearms, close and drop fist)
The bear went over the mountain
(slowly creep fingers of other hand up over first hand to wrist)
The bear went over the mountain
To see what he could see
(hold above position)
And what do you think he saw?
And what do you think he saw?
The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Is all that he did see!
So the bear went down the mountain,
(creep fingers down sloping forearm)
So the bear went down the mountain,
So the bear went down the mountain,
Very hap-pi-ly.

Traditional

The Seals*

The seals all flap
Their shining flips
And bounce balls on
Their nosely tips,
And beat a drum,
And catch a bar,
And wriggle with
How pleased they are.

by Dorothy Aldis

The Elephant*

When people call this beast to mind,
They marvel more and more
At such a little tail behind,
So *large* a trunk before.

by Hilaire Belloc

Grizzly Bear*

If you ever, ever, ever meet a grizzly bear,
You must never, never, never ask him where
He is going. Or what he is doing;
For if you ever, ever dare,
To stop a grizzly bear,
You will never meet another grizzly bear.

Mary Austin

Excuse Us, Animals in the Zoo*

Excuse us, animals in the zoo
I'm sure we're very rude to you;
In your private house we stare
And never ask you if you care;
And never ask you if you mind;
Perhaps we really are not kind;
I think it must be hard to stay
And have folks looking in all day,
I wouldn't like my house that way.

by Annette Wynne

264

* *Early Childhood Seasonal and Holiday Activities*, Fay Wasserman and Sheila Medow (Dominguez Hills, CA: Educational Insights), 1984,pps. 12-13. Reprinted with permission.

CURRICULUM AREAS: SCIENCE/MATH

Materials:

2" x 2" cards, stickers or small pictures of animals, oaktag sorting boards

Vocabulary:

body coverings, colors, shapes, environment, movement

Experience:

The teacher can:

- prepare 2" x 2" laminated animal cards.
- prepare laminated oaktag sorting boards.
- demonstrate the process of sorting the animal cards for the children.
- allow a few children to practice this activity.
- place the activity in the Science Learning Center for children to use.

ENVIRONMENT		
Land	Water	Air

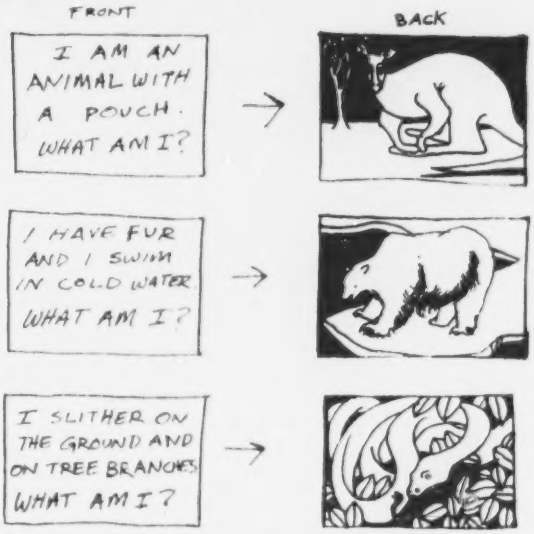
COVERINGS			
Skin	Fur	Feathers	Scales

MOVEMENT			
Swim	Hop	Walk	Climb

Follow-up:

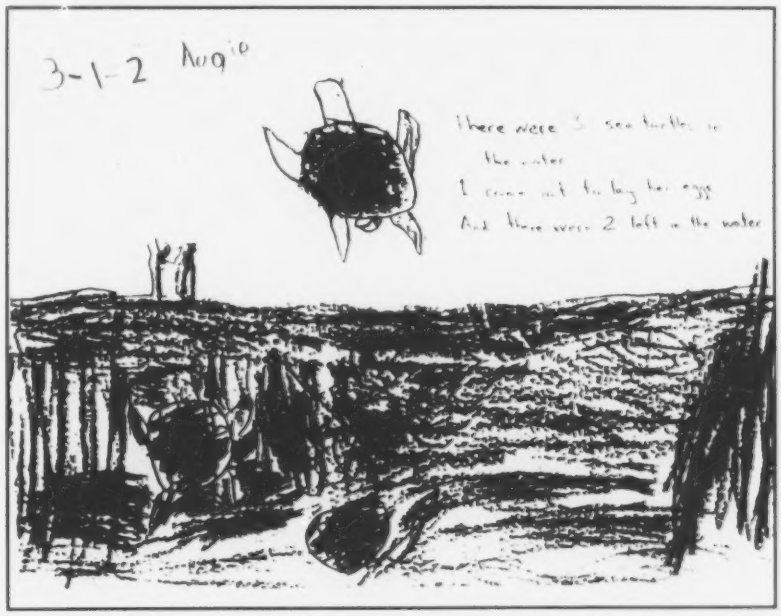
Children can:

- compose zoo riddles. These can be written on 3" x 5" cards for a riddle game:



The answers to the riddles can take the form of pictures of the animals drawn or pasted on the backs of the cards.

- play the riddle game with partners.
- make animal number stories.



CURRICULUM AREAS:
COMMUNICATIONS ARTS/ART

Materials:

drawing paper or newsprint, sponges, diluted tempera paint, paint containers

Vocabulary:

group names for animals

Experience:

The teacher can:

- read *Wild Animals* by Brian Wildsmith.
- elicit the name of each group of animals in the book. Brainstorm additional group names.
- write on a chart "A Bunch of Animals," so that the words "Bunch" and "Animals" will each head a column.
  - — In the "Animals" column, write: cows, sheep, birds, elephants, wolves, whales, lions, fish, humans.
  - — Ask if anyone knows the name of a bunch of each of the animals in the column.
  - — Write these words in the "Bunch" column.

A	BUNCH	OF	ANIMALS
			cows
			sheep
			birds
			elephants
			wolves
			whales
			lions
			fish

- ask if humans live in groups. Discuss all the different groups of which one person could be a member (family, class, club, team, community).

Children may:

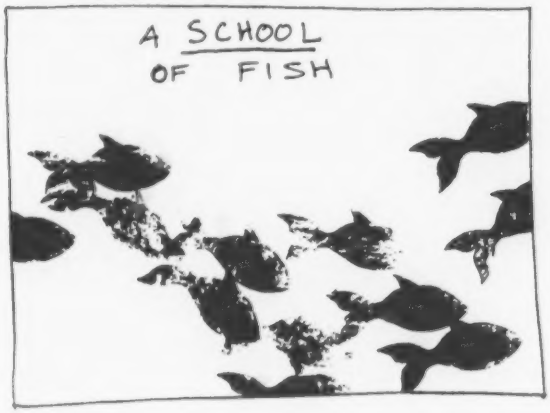
- use the chart to write sentences about animal groups:
  - — Lions live together in a pride.
  - — Sheep stay together in a flock.

Follow-up:

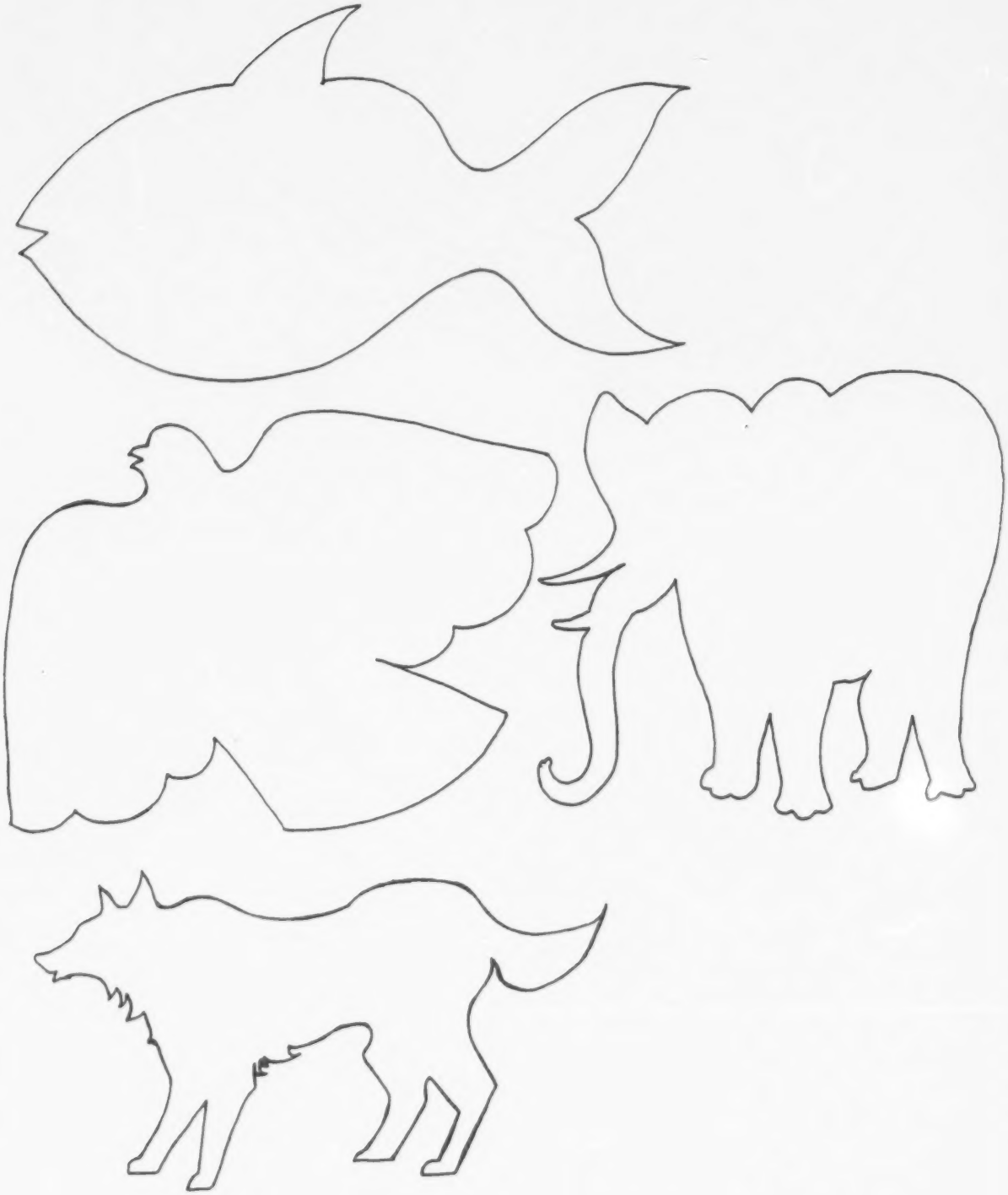
The children can make prints showing bunches of animals. The teacher prepares sponge shapes of various animals and demonstrates their use to the children.

During Center time, children can:

- pour some paint into a container.
- dip the sponges into the paint.
- press the sponges onto sheets of paper to make prints.
- repeat the shape on the paper, overlapping the prints, if desired, to make an animal pattern on the paper.
- title their artwork "School," "Herd," "Flock," or "Pack," etc., as appropriate.



ANIMAL PATTERNS FOR SPONGE SHAPES



CURRICULUM AREAS:
LANGUAGE ARTS/MATH

Materials:
record or tape of parade music, record player or tape recorder

Vocabulary:
parade pet

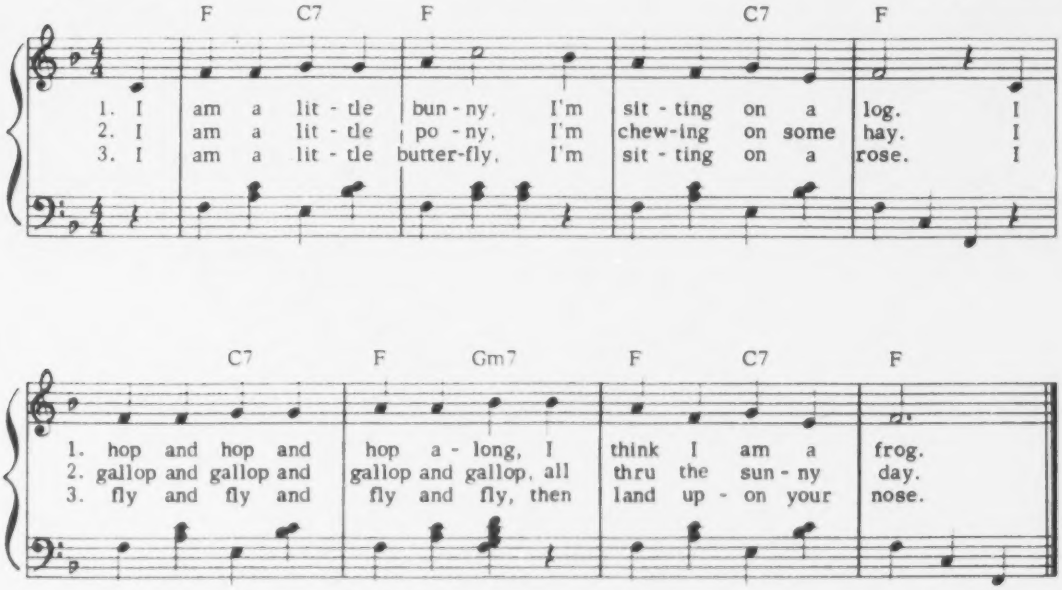
Experience:
The teacher can:
- provide collage materials for children to make their favorite animals.

The children can:
- make their favorite animals from collage materials.
- give details such as the animal's name, where it came from, where it sleeps, what it eats, and why it is their favorite.

Follow-up:
The children can:
- sing and dramatize the "Animal Nonsense Song."
- graph their stuffed animal friends.
- sort their animals by type (dogs, cats, bears, rabbits) to make a concrete graph.
- count the number in each group.
- make a bar graph to record the experience.

Animal Nonsense Song

— JoAnne Deal Hicks



4. I am a lit-tle kitten, I'm sitting on a rug, I purr and purr and purr and purr, then curl up like a bug.
5. I am a lit-tle yel-low duck, I wad-dle down the road, I quack and quack and quack and quack, and chase a hop-ping toad.
6. I am a lit-tle chick-en, I'm strut-ting through the weeds. I peck and peck and peck and peck, I'm look-ing for some seeds.
7. I am a lit-tle tur-tle, I hide with-in my shell. I creep a-long and creep a-long, and fall in-to a well.
8. I am a lit-tle dog-gie, I'm chew-ing on a bone, I bark and bark and bark and bark, in-to the tel-e-phone.

Note: Children enjoy pantomiming the various actions.

263

BEST COPY AVAILABLE

CURRICULUM AREAS:
HEALTH/SCIENCE/LANGUAGE ARTS

Materials:
chart paper, hangers, branches or wood dowels, string

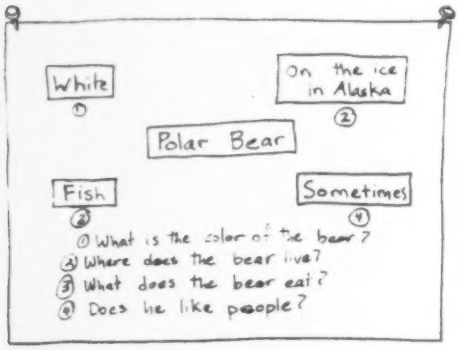
Vocabulary:
imaginary real

Experience:
The teacher can:

- read *The Velveteen Rabbit* by Margery Williams to the children and talk about the differences between real animals and toy animals.
- write the differences on the chalkboard. Be sure to include that real animals have feelings, and toy animals do not. (Other differences to talk about: Toy animals have no internal body parts, they cannot move or make sounds by themselves, they do not need food or water, they cannot bite or scratch, they do not have to defend themselves.)
- compare the ways we care for toy animals and the ways we care for real animals.

The children can:

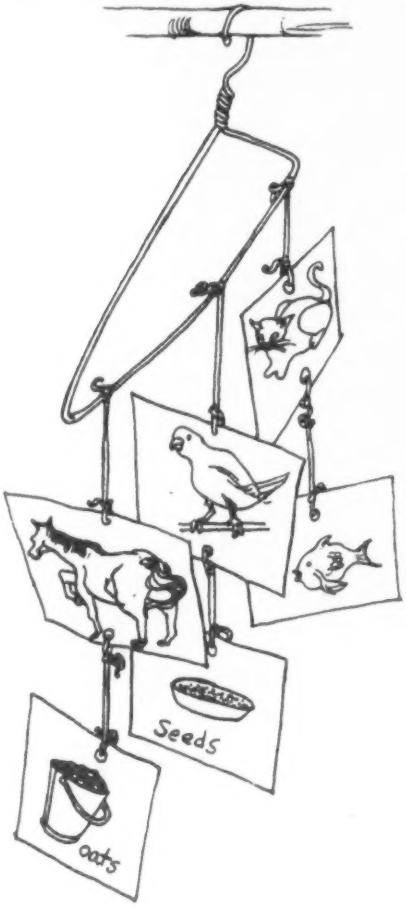
- make a list on the chalkboard of things we do for pets and things we must never do to pets.
- make a class pet-care manual. Each child chooses a pet to write about. Children who have chosen the same animal may work together to make a list of how to care for that animal. Bind the lists together into a pet-care manual for the class library.



Follow-up:

The children can:

- talk about foods animals eat.
- recall animals being fed at the zoo.
- share what their pets are fed at home.
- make animal food mobiles by drawing pictures of animals and the foods they eat, and attaching the pictures to a hanger for a class display.



- share a "zoo animal" snack.

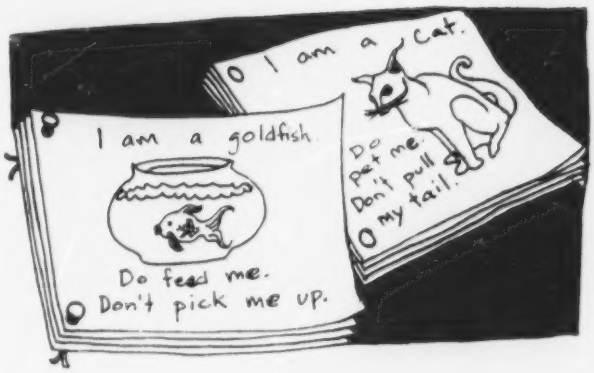
Bear	Apples
Elephant	Peanuts
Giant Panda	Carrots
Giraffe	Apricots
Monkey	Bananas
Bird	Sunflower Seeds

CULMINATING PROJECT

Children will make a class Animal Encyclopedia.

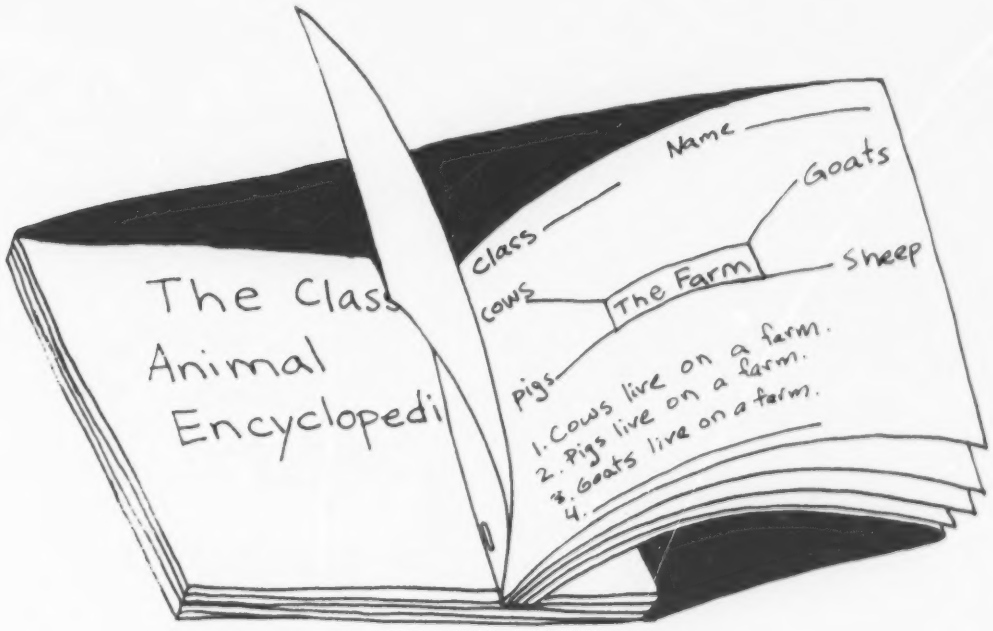
They can:

- select one animal.
- think of three or four research questions about the animal.
- write or dictate the questions.
- use a dictionary or encyclopedia to find answers to the questions.
- draw or write the answers.
- research and write about animals who live in certain places, such as the farm, the ocean, the jungle, the desert.
- make a chart comparing and contrasting characteristics and attributes of people, plants, and animals. Brainstorm a list of common characteristics.
- set up a research center for future reference for other themes.



Children's work may be bound together into a class encyclopedia.

Sample



THEME D: NUMBERS AROUND US

Children will enjoy discovering the mathematical concepts in "Numbers Around Us." Mathematics becomes an inviting curriculum area as children experience it concretely, through such activities as taking number walks, creating patterns with songs and body movements, and reciting chants. Learning is enriched as mathematics becomes integrated with other content areas.

This theme can be used throughout the school year. It relates number concepts to children's practical experiences, progressing from concrete activities to representational graphs and charts. The theme provides opportunities for children to investigate, solve problems, estimate, and predict.

BROAD-BASED EXPECTATIONS*:

Students will:

- explain the importance of mathematics, science, and technology in their daily lives.
- observe and discover strategies for exploring problem situations from their environment.
- communicate their mathematical and scientific ideas, using everyday language.
- use concrete materials to demonstrate a real-world understanding of mathematical ideas.
- use concrete materials and diagrams to explore relationships among numbers.
- identify, describe, and extend patterns.
- describe situations and make predictions, while exploring the concepts of chance.
- collect, organize, and describe data from the world around them.
- identify, compare, and construct geometric shapes and relate them to the world around them.
- use concrete materials to explore, discover, and explain number meanings and the four fundamental operations of numbers.
- explore and discover the process of measurement in the world around them.

In Learning Experience I, Numbers in Our School, children will participate in counting activities, make number booklets, compare information on graphs, and learn about time and sequencing of events.

In Learning Experience II, Numbers Throughout the Year, children will learn their birth dates, days of the week, and months of the year.

In Learning Experience III, Numbers in the Neighborhood, children will take neighborhood walks to explore patterns in the environment and look for numbers on the street. They will learn about telephone numbers.

In Learning Experience IV, Numbers and Money, children will be introduced to number facts, number sentences, money combinations, and the use of calculators. Children will identify, count, and determine the worth of coins, and they will use calculators to find answers to number problems.

*From *The Curriculum Frameworks*, The Board of Education of the City of New York, 1995).

Communication Arts

- Learning words for numerals
- Creating charts
- Writing books about number concepts
- Recalling events in sequence
- Listening to stories
- Reciting poems, fingerplays, rhymes and chants
- Naming and sequencing days and months
- Naming the current day
- Making a telephone book
- Reading and writing number sentences
- Graphing colors

Music/Movement

- Playing number games
- Singing songs
- Using body movements to act out the time
- Learning songs about months
- Identifying and extending rhythmic patterns
- Using musical instruments
- Using bodies to show patterns
- Marching in rhythm

Social Studies

- Working cooperatively
- Finding numbers in the environment
- Making a class birthday chart
- Learning about class schedules
- Celebrating birthdays
- Locating houses and classrooms by their numbers
- Learning telephone numbers
- Finding out how to use emergency numbers
- Making choices and decisions
- Noticing details and patterns in the community
- Learning number words in other languages
- Taking a neighborhood walk
- Seeing the importance of numbers in the community
- Using a Trip Board

Art

- Making a clock
- Making toy telephone
- Decorating paper cakes and candles
- Creating a mural

Numbers Around Us

Mathematics

- Recognizing and writing numerals
- Using non-standard measurement
- Interpreting patterns in a variety of ways
- Understanding and using mathematical symbols
- Telling time using digital and analog clocks
- Making comparisons
- Estimating quantity and length
- Exploring the concept of zero
- Making and interpreting bar graphs and pictographs
- Learning about odd and even numbers
- Understanding the passage of time

Science

- Analyzing data
- Determining location by number
- Estimating distance
- Identifying properties
- Finding out about time relationships
- Comparing/contrasting growth patterns
- Finding out about safety in the environment

Health

- Learning about emergency services in the community
- Learning how time relates to physical needs
- Comparing body size
- Learning about height and weight
- Watching growth patterns

NUMBERS IN OUR SCHOOL

LEARNING EXPERIENCE I

Concepts:

- Numbers enable us to count.
- Numbers help us to sequence.
- Numbers help us to measure.
- Numbers help us to compare and interpret information.

Preliminary Activity:

During circle time, the teacher may:

- guide the children to look for numbers in the classroom.
- direct the discussion using the following questions:
  - — What do you see that has numbers written on it?
  - — Can you find our room number?
  - — Why do you think the numbers are on the objects?
  - — What would happen if there were no numbers on the objects?
  - — How do you think people decide which numbers to use?

The teacher and children can compose a story on chart paper about the importance of numbers in the classroom:

We looked for numbers in our class.	Jennifer
Our door number is 171.	José
The clock has numbers.	Edward
Books have numbers on the pages.	Kenya
The calendar has lots of numbers!	Jill

CURRICULUM AREAS: WRITING/ART

Materials:

paper, chart paper, marker, drawing materials

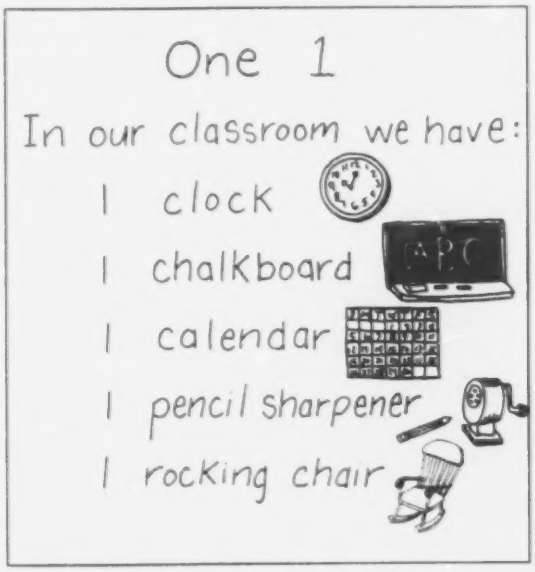
Vocabulary:

count	one	four
more than	two	five
less than	three	zero
how many		

Experience:

The teacher can:

- invite the children to sit in a circle.
- display a sheet of chart paper entitled "one 1."
- ask the children to name objects in the room of which there are only one.
- record the children's responses on the chart with illustrations.

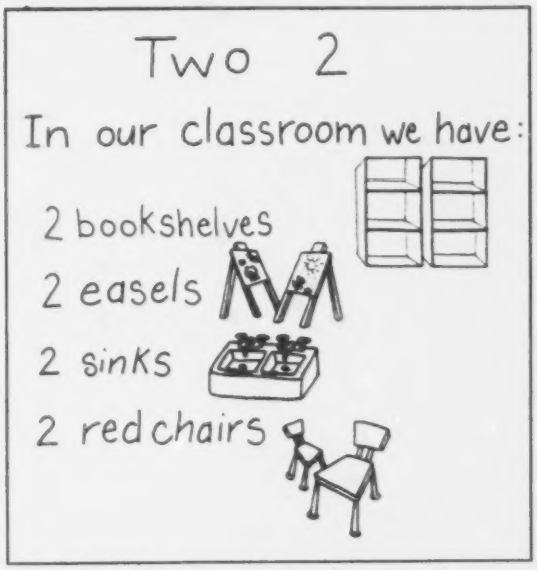


The children can:

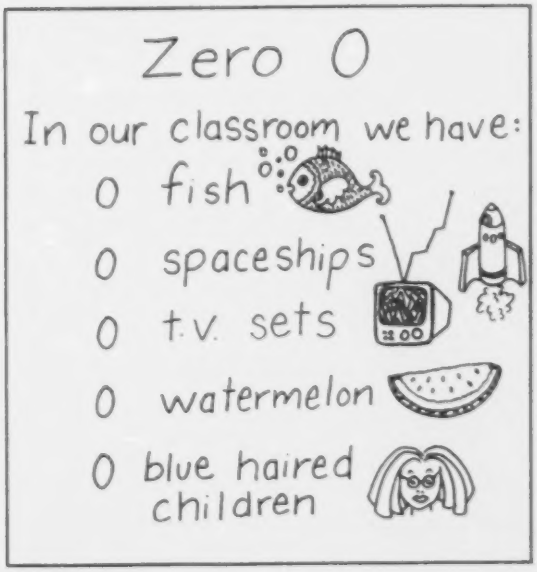
- read the chart aloud.
- begin making a number book.
- write the numeral "1" and the word "one" on the top of the page.
- draw a picture of one object on that page.
- share the pictures with their classmates.

On another day the teacher may:

- entitle another chart "two 2."
- list things that appear in twos in the classroom.
- illustrate the objects on the chart.



- The children may make the second page of their number books by writing "two 2" and drawing two objects. Continue, creating charts for "three 3," "four 4," and "five 5." Children can follow up each activity in their number books. Help the children to develop an understanding of zero by asking "How many elephants are in our classroom?" or "Do we have any spaceships?" A sample chart follows:



- For zero, the pictures should be lightly crossed out to indicate that there are none in the room.
- For homework, children take an inventory at home. Have the children make lists of things at home of which they have one, two, three, four, five, and none (zero).

Follow-up:
The teacher can prepare "Things in the Room" cards:

- place the cards in two piles.
- play a comparison game with the class.
- call on two volunteers.
- record the information on a chart.

The children can:

- take turns turning over one card from each pile.
- compare the cards to decide which shows more or fewer objects.
- make a book called "In Our Room" and include the records of their discoveries.

CHAIRS	WINDOWS
25	4

There are more chairs than windows in our class.

275

CURRICULUM AREAS:
ART/SOCIAL STUDIES

Materials:

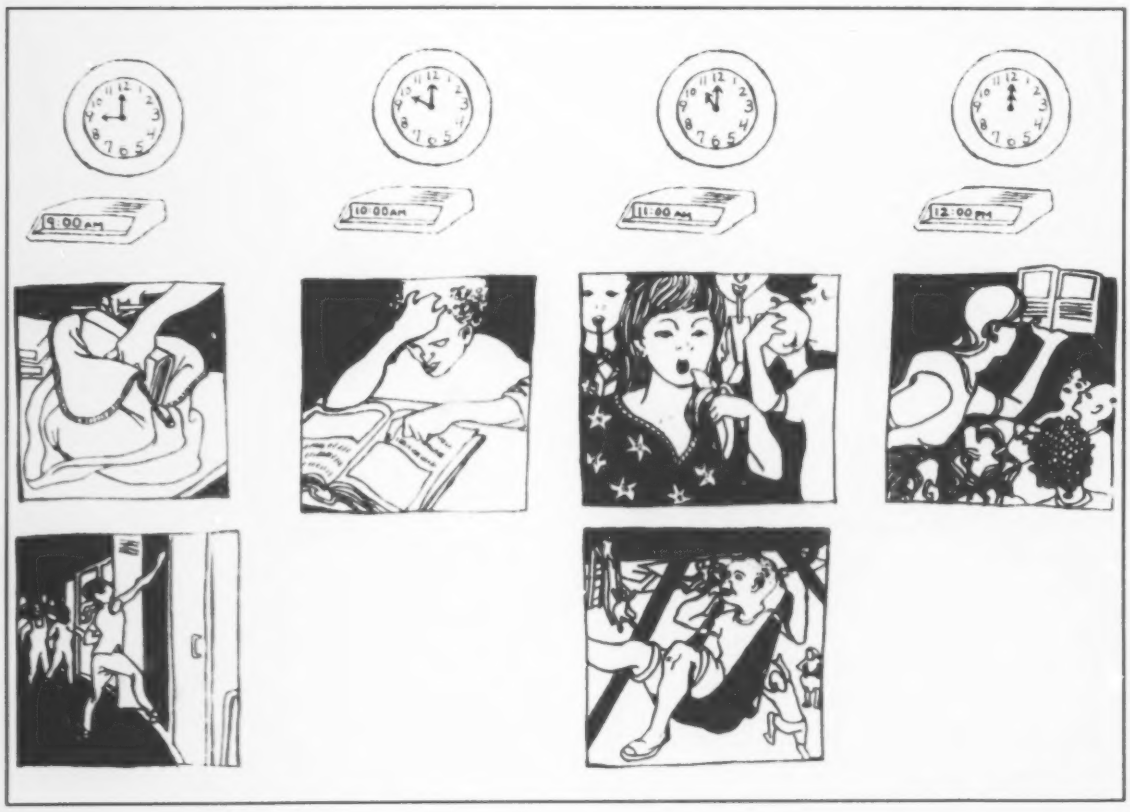
pencils, paper, crayons

Vocabulary:

time
schedule
clock
order

Experience:

- As a group, children can discuss what they do in class and/or their favorite part of the day.
  - — What school activity do you like the best?
  - — Why do you like _____?
  - — Which is your favorite time of the school day?
  - — Why is _____ your favorite time?
- Children may illustrate their best or favorite classroom experiences.
- Each child's contribution may be shared.
- The teacher may create a bulletin board from the class experience pictures.
- Head the bulletin board with analog and digital clocks, each representing a different hour of the school day. With the children, sort the pictures according to each activity's scheduled time during the day. Staple the pictures under the appropriate clock.



CURRICULUM AREAS:
MATHEMATICS/LANGUAGE ARTS

Materials:

clock, paper plates, paper fasteners, oaktag, markers, crayons

Vocabulary:

hands face

Experience:

The children can:

- listen to the story *Clocks and More Clocks*, by Pat Hutchins.
- work in small groups to make individual clocks.
- share the clocks they made with the class.
- read the bulletin board and set their clocks to the times indicated.
- learn poems about clocks.

I'm a Clock*

It's fun to play that I'm a clock
And move my arms that way.
It's fun to play that I'm a clock
To learn the time of day.

Straight up, straight down, arms side
to side,
Then round and round they go.
And not before too very long,
It's telling time I'll know.

Martin Shaw

Our Clocks*

Our clocks are most important,
In a very special way,
Their ticking and their tocking,
Help us tell the time of day.

But, should they ever stop to rest,
The world would be aghast,
For, then, no one would know the time,
Or how much time had passed.

Martin Shaw

Waiting**

Waiting
Daddy says,
is part of being a kid.
You wait to grow up
to leave school
to go to work
to live alone
always waiting.
I wish Daddy would get on home
so we can go to the show.

Nikki Grimes

* Reprinted with permission of the publisher. Early Years, Inc., Norwalk, CT 06854. From the Aug./Sept. 1988 issue of *Teaching/K-8*.
**From Something On My Mind by Nickki Grimes

CURRICULUM AREAS: MUSIC/MOVEMENT

Materials:

chants and actions songs about numbers

Vocabulary:

number words

Experience:

The teacher can:

- introduce the children to rhymes and chants containing number concepts.
- use the rhymes and chants at transition times or during math lessons.

The children can:

- say the chants and rhymes when they play outdoors.
- act out the chants.

Follow-up:

The children can:

- make up their own rhymes.
- work in small groups to illustrate their rhymes and create books of their illustrations.

One, Two, Buckle My Shoe*

One, two, buckle my shoe
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, a good fat hen.

Hippity-hop to the grocery store
To buy three sticks of candy.
One for you and one for me,
And one for sister Mandy.

Five Little Monkeys, Jumping on the Bed*

Five little monkeys, jumping on the bed.
One fell off and bumped his head.
Mama called the doctor, and the doctor said,
"No more monkeys jumping on the bed."

Four little monkeys.... etc.

Two Little Ducks that I Once Knew*

Two little ducks that I once knew,
Fat ones, skinny ones, there were two
But the one little duck with the feathers on his back,
He led the others with a quack, quack, quack.
Down to the river they would go,
Wibble, wobble, wibble, wobble, to and fro.
But the one little duck with the feathers on his back,
He led the others with a quack, quack, quack.
He led the others with a quack, quack, quack.

Five Little Ducks*

Five little ducks went swimming one day,
Over the pond and far away.
Mother Duck said, "Quack, quack, quack."
But only four little ducks came back.

Four little ducks . . . three . . . two

One little duck went swimming one day,
Over the pond and far away.
Mother Duck said, "Quack, quack, quack."
And five little ducks came swimming back.

There Were Five in the Bed and the Little One Said*

There were five in the bed and the little one said,
"Roll over, Roll over."
So they all rolled over and one fell out - *(pause).*
There were four in the bed and the little one said,
"Roll over. Roll over."
So they all rolled over and one fell out - *(pause).*
(Continue with numbers three and two.)
There was one in the bed and the little one said.
"GOOD NIGHT!"

* *One Potato, Two Potato, Three Potato, Four - Chants for Children*, Lou Colgin, ed. (MD: Gryphon House, Inc.), 1982. Permission pending.

CURRICULUM AREAS: HEALTH/SCIENCE

Materials:

butcher paper, pencil, string, scissors, multilink cubes

Vocabulary:

compare	measure
height	same as
larger/shorter than	taller/shorter than
length	

Experience:

The teacher can:

- mount the butcher paper on the wall.
- have the children take turns standing against the wall. Mark their height on the paper.
- place the children's names or photocopied pictures next to the height marks.
- cut a piece of string the same length as each child's height.
- save the butcher paper so that the activity can be repeated near the end of the year. Note the growth that has occurred during the year.

The children can:

- measure their pieces of string against other things in the room to find objects of the same height.
- build multilink trains that are the same length as their strings.
- trade strings with a friend.
- estimate how many cubes are needed to make a multilink train as long as the friend's string.
- build a multilink train to check their estimate.

Follow-up:

The children can make a string graph of their heights.

The teacher:

- wraps a 3-inch length of tape around the top of the string and writes the child's name on it.
- hangs the strings vertically in a row from a fixed line.
- helps the children compare the lengths of string to see similarities and differences.

THEME D: NUMBERS AROUND US

NUMBERS THROUGHOUT THE YEAR

LEARNING EXPERIENCE II

Concepts:

- Numbers help us tell dates.
- Numbers help us count days and months.
- Numbers help us estimate and predict.
- Graphs show relationships between numbers.

Preliminary Activity:

The teacher can:

- have the children look at the calendar to determine how many days are in the current month.
- ask the children:
  - — What are the names of the days of the week?
  - — How many days of the week are there?
  - — What day of the week is today?
  - — Are there any holidays or birthdays this month? (If so, the teacher can mark them with stickers.)

The children can:

- learn the days of the week and the names of the months in other languages.

CURRICULUM AREAS: MATHEMATICS

Materials:

kraft paper, drawing materials, scissors, paste

Vocabulary:

older	younger	birth date
months	most	least

Experience:

The teacher can:

- ask the class what it means to have a birthday.
- prepare a birth date chart on the kraft paper, making one column for each month.
- help the children print their names and birth dates on individual cards.

The children can:

- draw a self-portrait on their individual cards.
- write their names and birth dates on the individual cards.
- group the birthday cards by month, then put them in order by date.
- arrange the cards on a large piece of brown kraft paper to make a graph that represents the children's birthdays.
- use the completed birth date chart for problem solving, answering questions such as:
  - — Who is the oldest child in our class? Why?
  - — Both _____ and _____ were born in August.
  - — How many more children were born in _____ than in _____?
  - — Who celebrates his or her birthday on _____?
  - — Which children celebrate their birthdays in _____?
  - — In which season does the class celebrate the most birthdays? The least?

CURRICULUM AREAS: MATHEMATICS/LANGUAGE ARTS (TO BE DONE AFTER JANUARY)

Materials:

resealable plastic bag, collection of 100 items (buttons, bottle caps, beans, etc.), 12" x 18" construction paper, large calendar, hundreds boards

Vocabulary:

estimate	numbers 1-100	groups of 10
sets	patterns	arrays

Experience:

The teacher can:

- help the children count on the calendar how many days have gone by since the beginning of the year (January 1). Label the box for today with that number (for example, if today is Feb. 4, it is day 35 of the new year).
- ask the children to begin to assemble a collection of 100 items that each will bring in for the 100th Day Celebration. Brainstorm with the children items they might collect (e.g., 100 buttons, 100 beans, 100 baseball cards).
  have the children, on the 100th day, bring their collection of objects to school. Take time to explore the different collections and discuss their multicultural aspects with the class.
- give a piece of 12" x 18" construction paper to each child. Have the children set out their collections in groups of 10 on the paper. Ask the children:
  - — How many groups of 10 do you have?
  - — How did you arrange your sets of 10? For instance, did you arrange five groups by two groups or two groups by five groups? Discuss patterns.
  - — How many sets of 100 do we have in the class?
- Give out hundreds charts. Have children count by twos, threes, fours, fives, and tens on separate sheets to form visual number patterns. The children should choose a different color for each number.

The children can:

- predict the month in which the 100th day will fall.

CURRICULUM AREA: MATHEMATICS/MOVEMENT

Materials:

timer or watch with second hand

Vocabulary:

predict
estimate

Experience:

The teacher can:

- have the children predict how many times they can tap their toes in 60 seconds and chart their predictions.
- tell the children to count each time they tap. Give them a signal to begin and stop tapping. Use the timer to keep count for 60 seconds.
- have children compare their predictions with the actual outcomes and discuss.

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

CULMINATING ACTIVITY

The teacher makes one card for each month of the year, punching holes in the cards and attaching strings so the children can wear them. The children march in a circle as they sing the Song of the Months. As each month is mentioned in the song, the child wearing the card labeled with that month steps to the center of the circle. The other children stop and clap as the child in the center twirls around. The song and action continue until all the months have been named.

Song of the Months

We are marching in a circle.
We are moving to the beat.
Now it's time for everyone to meet.
January, January, we're so glad you're here.
You're so important to the year.

Yea! January!

The children can:

- scramble themselves and put themselves back in monthly order.
- count the months from one to 12.
- make a physical graph by lining up with the child who wears the name of the month in which they were born.

NUMBERS IN THE NEIGHBORHOOD

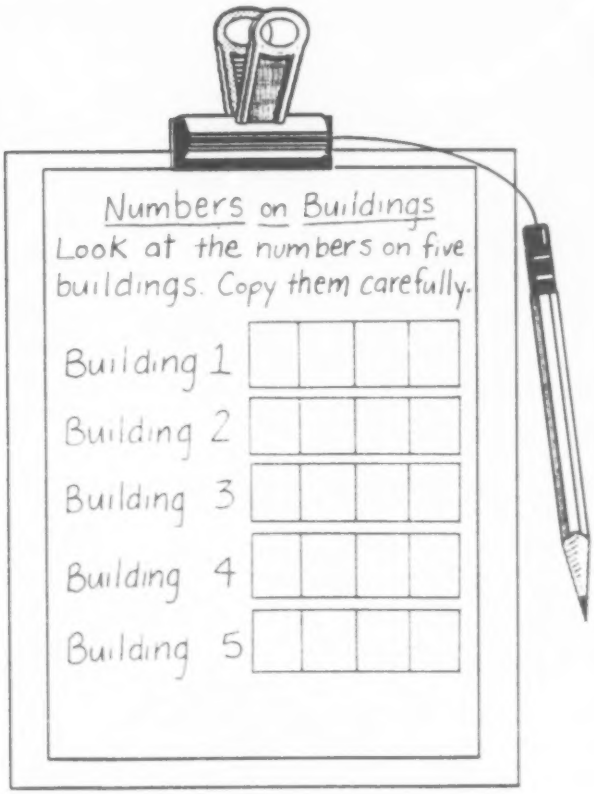
LEARNING EXPERIENCE III

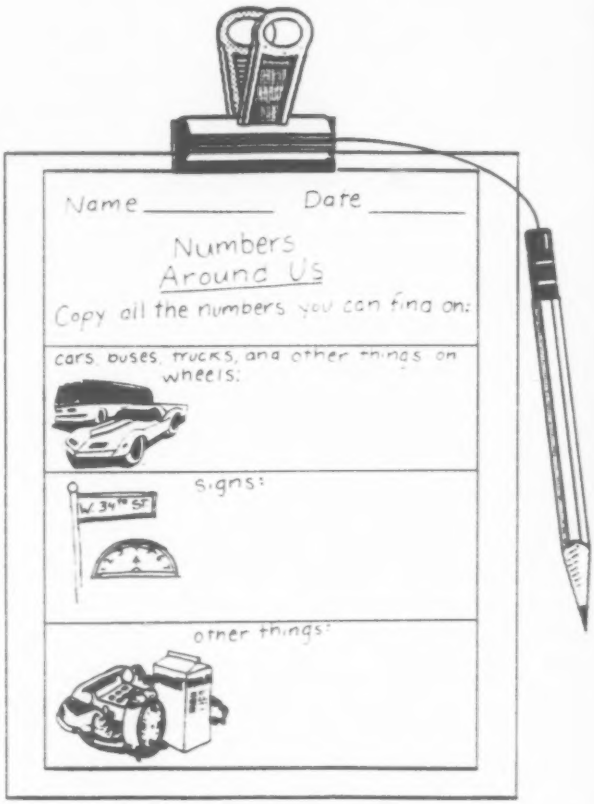
Concepts:

- Numbers can be observed in the neighborhood.
- Estimates can be made by counting.
- Number concepts help us solve numerical problems.
- Predictions can be made from number patterns.

Preliminary Activity:

Take the children on a neighborhood number walk to observe numbers in the neighborhood. Before the trip, brainstorm with the children the places where numbers may be found. Chart the children's responses. Prepare trip boards to use on the number walk.





CURRICULUM AREA: ART

Materials:

large piece of kraft paper, crayons, scissors, completed trip boards, construction paper, paste or glue

Vocabulary:

stores	street signs	houses
next to	building	neighborhood
above	mural	

Experience:

After the number walk, the teacher can:

- prepare large kraft paper for a mural.
- discuss with the children the neighborhood walk.
- help children decide where on the street background to put their drawings.

The children can:

- refer to their individual trip boards to choose something from the number walk to draw.
- select and draw one item to contribute to the class mural (e.g., house, taxicab, street sign).
- add numerals in appropriate places on their drawings.

CURRICULUM AREA: MATHEMATICS/ART

Materials:

scissors, empty one-pint milk or juice cartons, tape or glue, colored construction paper, fine-point markers, ice cream sticks

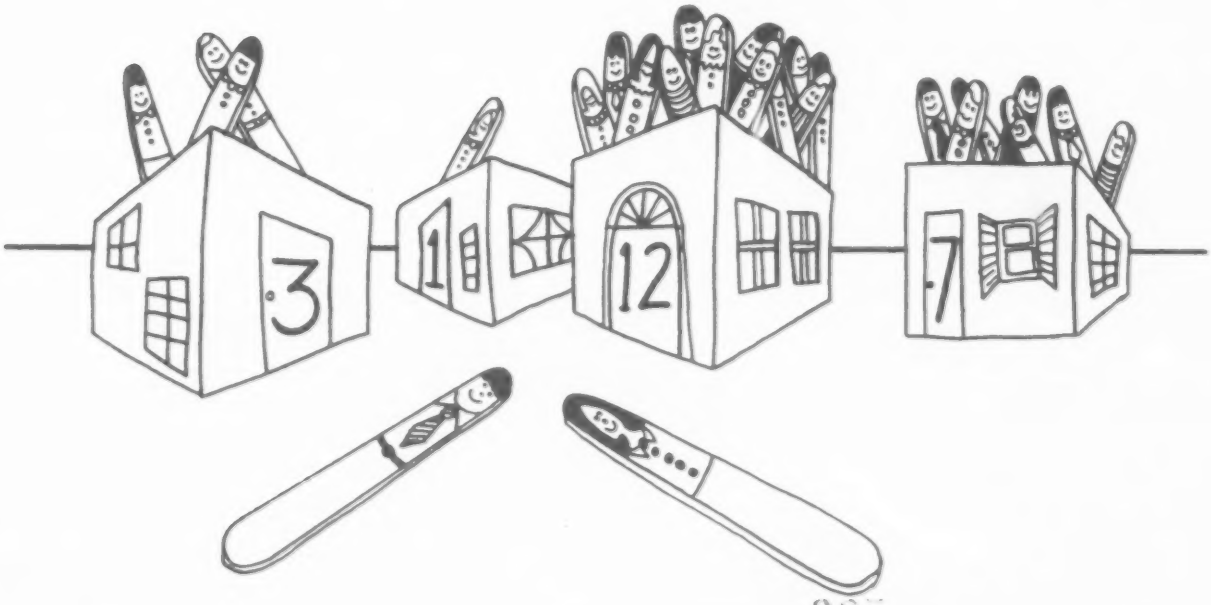
Experience:

The teacher can:

- cut off the tops of the cartons.
- using tape or glue, cover the cartons with construction paper. Leave the tops open.
- draw windows and a door on each carton.
- write a different numeral on each door.
- draw faces on the ice cream sticks.

The children can:

- line up the houses. Take turns putting the correct number of ice-cream-stick people in each house. The number written on the door should correspond to the number of people who live in the house.
- arrange the houses in two rows facing each other.
- locate houses by their numbers.
- learn to distinguish between odd and even numbers, numbering the houses on the right with even numbers and the houses on the left with odd numbers.



CURRICULUM AREA: SOCIAL STUDIES

Materials:

telephone books

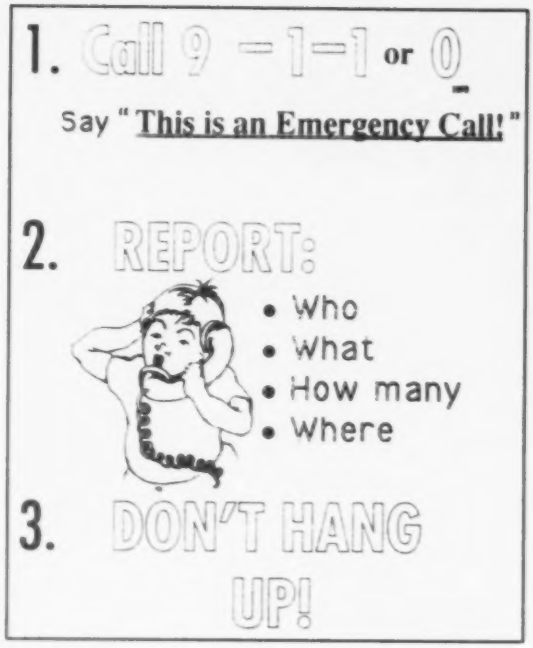
Vocabulary:

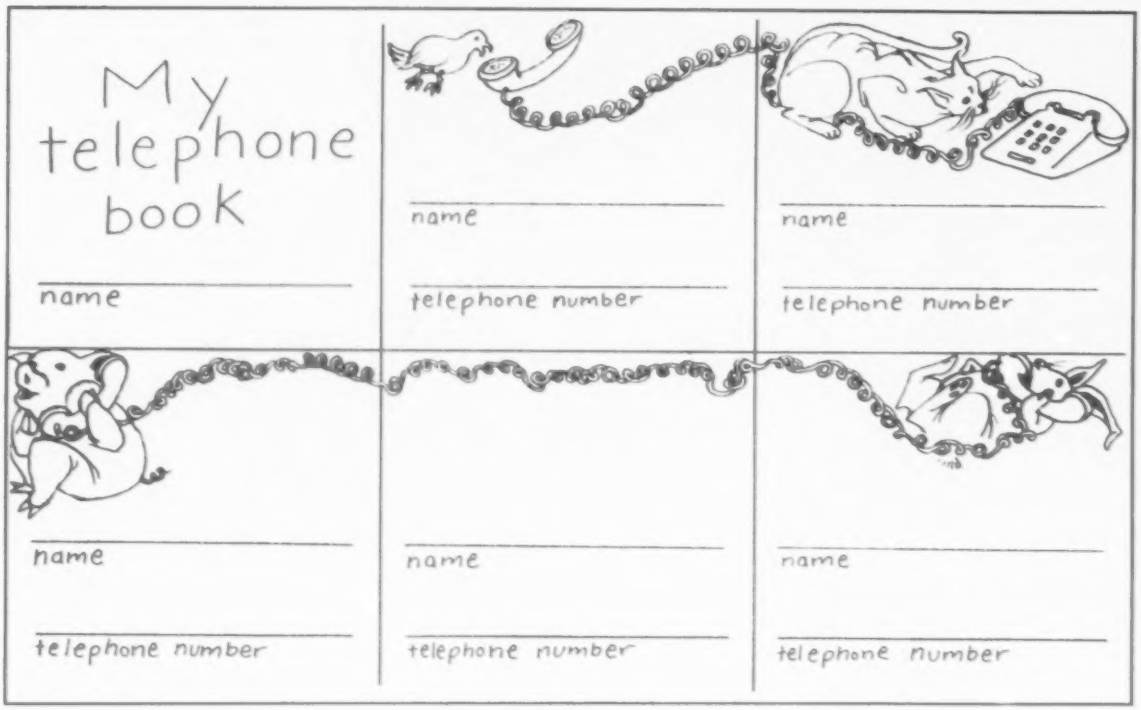
area code	directory
dial	telephone number
address	

Experience:

The children can:

- make personal telephone books containing their classmates' numbers. They can alphabetize the names as well as personalize their books with their own drawings.
- practice using emergency telephone numbers: 911 and 0 for operator.





CULMINATING PROJECT

The teacher can read *Look Again* by Tana Hoban.

The class can identify different ways in which the children can contribute patterns to decorate the classroom. For example, they could create:

- patterned name cards.
- patterned strips for a bulletin board or large calendar trim.
- patterned book covers for their personal notebooks or class library books.
- patterns to cover a large surface such as the door, filing cabinet, or cupboard doors.
- patterns on their work folders.

At a large center, place long strips of paper, large sheets of newsprint, construction paper cut into different shapes, crayons, templates, and any other materials the children could use to create these patterns. Have the children (the designers) sign their patterns.

Invite visitors to attend class programs in which children can share what they have done.

237

NUMBERS AND MONEY

LEARNING EXPERIENCE IV

Concepts:

- Number facts help us solve problems.
- Number sentences help us solve problems.
- Monetary units can be combined in many ways.
- Calculators can be used to solve number problems.

CURRICULUM AREAS: MATHEMATICS/LANGUAGE ARTS

Materials:

unlabeled "mystery" box, real and play pennies and nickels (later in the year, real and play dimes, quarters, half-dollars, and dollar bills), resealable bag, cupcake cups or clear fruit cups

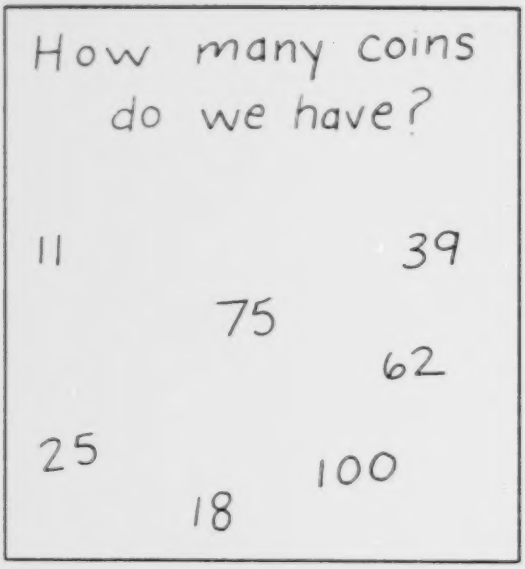
Vocabulary:

penny	nickel	dime
money	amount	silver
copper	coins	(dollar)
(quarter)	(half-dollar)	

Experience:

The teacher can:

- place some real coins — pennies and nickels (later dimes, etc.) — in the "mystery" box. Show the box to the class. Shake it.
- have the children be "detectives" and gather clues.
- have the children ask questions about the contents of the mystery box.
  - — What size, shape, and color are the contents?
  - — What can be done with the contents of the box?
- transfer the contents of the box into a resealable bag. Pass it around so that each child can take a quick look at it. Let the children guess how many coins there are in the bag. Accept all estimates without comment.
- write the children's guesses on a chart.



- ask the children to identify the coins.
- discuss the attributes of and differences between the penny and the nickel.
  - — penny: copper, round, worth one cent, shows Abraham Lincoln, smaller than a nickel, etc.
  - — nickel: silver, round, bigger than a penny, worth five cents, shows Thomas Jefferson, etc.
- count with the children the value of all the coins and tally the results on the board or a chart.
- group the tally marks into fives (~~||||~~) and circle the complete sets of five. As you count five coins, place them in a cupcake cup or clear fruit cup and set them aside.
- determine the exact number of coins. Encourage the children to count by fives, using the cups or the tallies.
- after combining the contents of the cups, write a number sentence to show what has happened.

  5 coins + 5 coins = 10 coins

- circle groups of ten tally marks. Model your actions using the cups of coins.

- have the children assist and count by ten until the exact number of coins is reached.
- compare the answer obtained counting by five with answer obtained counting by ten.
- ask the children to predict how many nickels are in the collection. Pennies?
- record the children's answers on a chart.

How Many?	
Nickels do we have?	Pennies do we have?
10 23 5 18	43 100 17

- verify the number of each type of coin separately, using the methods described above.
- give out real or plastic coins. Discuss how much each kind of coin is worth. Discuss the "head" and "tails" sides of each coin. Ask what the coins are for and what the children can do with them. — Why do we need coins?
- have the children bring in coins from various countries.

CURRICULUM AREA: MATHEMATICS

Materials:
real coins, pocket board (to make pocket board, cut a piece of poster board 10" x 16" and six pieces of clear acetate (transparency film) 3/4" x 10". Label the top of the board "Today is _____." Laminate the board, if possible. Tape the bottoms and sides of the acetate strips to the board. Leave an inch or more between each strip.)

Vocabulary:

penny	nickel	dime
money	coins	worth
quarter	half-dollar	dollar

Experience:
The teacher can:
- use a pocket board to display combinations of coins that total the current date. (For example: Today is the 13th day of October. Does anyone have an idea of how we can make 13 cents for our top pocket?) Discuss and show all combinations:

Today is October 13

⑩ ① ① ①

⑤ ⑤ ① ① ①

⑤ ① ① ① ① ① ① ① ①

① ① ① ① ① ① ① ① ① ① ① ① ①

- repeat the process for different dates. Ask such questions as: "If we begin with two nickels, how many pennies will we need to equal the date?"

The children can:
- count along as all the combinations are calculated.
- fill as many pockets as possible. The teacher should let the group correct wrong suggestions by trying them out.

Today is October 16

⑤ ⑤

- discover that they have five pennies and they may trade them for one nickel. As they begin to deal with larger numbers, the children should trade for dimes and quarters as appropriate.
- count by fives.

CURRICULUM AREAS: MATHEMATICS/SOCIAL STUDIES

Materials:

calculators, price tags, supermarket items

Vocabulary:

cost buy change

Experience:

The teacher can:

- provide calculators and make sure the children are familiar with all the keys.
- display about 10 supermarket items, each tagged with a price.
  - — single-portion cereal box (25¢)
  - — apple (30¢)
  - — small package of tissues (10¢)
  - — box of macaroni and cheese (50¢)
  - — piece of bubble gum (5¢)
  - — one candy kiss (1¢)
  - — one container of juice (45¢)
- ask the children questions such as:
  - — What is the total cost of the cereal and the bubble gum?
  - — What two things can you buy for _____¢?
  - — How much do the apple, tissues, and candy kiss cost together?

The children can:

- work in pairs to find each answer on the calculator (enter 10¢ as 10, not .10), record a number sentence, and compare their results with the other children's.

Extension:

Have the children begin with a set amount of money (e.g., 50¢) and see how many items they can buy.

$$\begin{array}{r} 50¢ \\ -\ \underline{45¢} \\ 5¢ \end{array} \quad \text{and} \quad 50¢ - 45¢ = 5¢$$

I can buy 1 piece of bubble gum or 5 candy kisses.

CURRICULUM AREAS: MATHEMATICS/ LANGUAGE ARTS/SCIENCE

Materials:

apples, seeds, knife, 5" x 7" index cards, paper squares, plastic spoons, charts

Vocabulary:

round	half	halves
whole	seed	star

Preliminary Experience:

The teacher can:

- ask the children to name round things they like to eat.
- record each suggestion on a card and ask the child who gave the suggestion to make a drawing or paste a picture of it on the card.

The children can:

- sort the cards into groups — fruit, vegetables, nuts, cereal, snacks, etc.

Experience:

The teacher can:

- give each child an apple to look at carefully. Brainstorm with the children words that describe the apples, making a list of the words. Have the children sort the apples according to different characteristics, such as:

  red/not red

  has a stem/has no stem
- have the children compare the apples within subgroups.
  - — Which red apple is the biggest?
  - — Which yellow apple is the roundest?
  - — Which apple with a stem is the shiniest?
- have the children predict how many seeds they will find in their apples. Record their guesses. Then cut the apples in half, and discuss the concept of half.
- have the children describe the shape that is revealed (star shape — practice this at home first).
- give each child half an apple. Ask:
  - — How many apples do we need if everyone in the class gets half an apple?
- write "Half/Halves" on the board or chart.
- write "1/2."

Follow-up:
The teacher can:

- demonstrate the concept of 1/4 by cutting an apple in half, then cutting each half in half again. Use four children to model the concept.

- ask:
  — How many apples will we need to buy so that everyone will get 1/4 of an apple?
- have the class make an Apple Cookbook. Discuss with the class ways in which apples are prepared for eating in other countries. How do different families like to eat apples (e.g., fresh, as applesauce, baked, in pancakes, etc.)
- make a How I Like Apples graph. Survey the class, choose categories (e.g., fresh, applesauce, juice) and record results.
- have the class predict the weight of an apple or group of apples. Then weigh them and compare the result with the predictions.

THEME E: LET'S STEP OUTSIDE

"Let's Step Outside" is a particularly exciting theme for first grade children. It offers many indoor and outdoor experiences and activities that will help young children understand nature and the physical world. Through this theme, children will learn to use their senses to explore natural phenomena; in so doing, they will come to appreciate and respect the earth and the diversity of nature.

BROAD-BASED GOALS:

- to gain an understanding of the seasons and weather
- to find out that living things depend on their physical surroundings for survival
- to appreciate the importance of conservation
- to understand that the earth we live on is composed of water, air, and soil
- to learn about the relationship of the Earth, Sun, and Moon
- to discover how shadows are formed

Some of these activities are seasonal and should be scheduled for the appropriate times of year.

Learning Experience I, "Seasons and Weather," offers activities and experiences that include using the calendar; making graphs; and creating leaf prints, terrariums, kites, and pinwheels. Children will also make insect cages and learn about butterflies. Songs, poems, and fingerplays enrich this experience. Multicultural understanding will result when children compare and contrast the climates of their countries of origin.

In Learning Experience II, Respecting the Earth's Resources, children will learn that we can all work and live together on our earth. They will explore natural substances such as soil, sand, shells, rocks, water, and air. They will discuss environmental problems, such as litter and pollution, and learn ways to conserve and recycle. A recycling center will be set up in the classroom. An exciting culminating project offers raps, songs, chants, and poems for the children to perform.

In Learning Experience III, Starlight, Moonbright, children find out about day and night, moon phases, sunlight and shadows, and the stars. They will be taught how to keep a lunar log and will create their own imaginary constellations. They will also make their own shadow silhouettes and create a shadow play. The sun will be explored as a source of energy as the children make solar prints.

The theme "Let's Step Outside" integrates science activities with other curriculum areas and offers children opportunities to apply skills in math, art, music, social studies, and language arts, as they explore and investigate the natural world.

Let's Step Outside

Social Studies

- Sharing information about other countries
- Interviewing family members
- Exploring the effect of weather on jobs, recreation, and clothing
- Using map skills
- Comparing/contrasting people's activities during day and night
- Taking a neighborhood walk
- Helping to keep the neighborhood clean
- Recycling in the community
- Working together in group activities
- Making choices
- Understanding the effects of seasons
- Finding out that people, places and things change over time
- Developing an understanding about family differences and similarities
- Developing interest in family traditons

Health/Cooking

- Making snow cream
- Discussing the effects of pollution
- Practicing good hygiene
- Dressing for the weather
- Using our senses to explore the environment
- Collecting letters in containers

Mathematics

- Naming and sequencing seasons of the year
- Graphing the weather/temperature
- Matching objects
- Understanding symmetry
- Counting
- Finding patterns
- Sequencing events
- Learning about the calendar
- Counting and using money
- Measuring quantities
- Classifying natural objects
- Estimating capacity
- Collecting, organizing and graphing data
- Collecting and recording data in tables
- Balancing

Art

- Creating collages
- Printing
- Designing leaf mosaics
- Cutting out snowflakes
- Painting ice-crystal pictures
- Drawing contrasting scenes
- Inventing a litter machine
- Sewing fish puppets
- Making, kites, pinwheels, windchimes
- Designing solar prints
- Decorating paper butterflies
- Fashioning an insect cage

Music/Movement

- singing songs
- participating in movement activities
- dancing
- playing circle games
- performing exercises outdoors

Communication Arts

- Reciting poems and fingerplays
- Describing natural occurrences
- Learning words in other languages
- Creating original books
- Recording observations
- Contributing to class experience stories
- Interviewing
- Reading books about theme topics
- Creating playlets
- Making wishes on stars
- Keeping a log
- Recalling events in sequence
- Writing greeting cards and invitations
- Brainstorming lists
- Finding out about action words and compound words
- Recording in experiment journals
- Performing a dramatic presentation
  . making inferences
  . making comparisons
  . engaging in group discussions
  . reporting informally

Science

- Exploring seasonal changes
- Observing and recording weather
- Investigating rain, snowflakes and icicles
- Finding out how to care for birds in winter
- Using a prism to make a rainbow
- Making terrariums to observe the water cycle
- Using senses to explore natural phenomena
- Finding out about solar/wind energy
- Observing metamorphosis
- Exploring the effect of earth's rotation on day and night
- Observing and recording lunar phases
- Blocking light to make shadows
- Exploring constellations
- Comparing and contrasting collections
- Classifying by properties
- Examining the earth's layers
- Finding causes and solutions for pollution
- Learning about decomposition
- Predicting changes
- Verifying predictions
- Analyzing data

SEASONS AND WEATHER

LEARNING EXPERIENCE I

Concepts:

- There are four seasons in each year.
- Each season has unique characteristics.
- The weather can change from day to day.
- People adapt to changes in the weather.

Preliminary Activity:

The teacher can:

- read the following poem aloud:

Autumn Mystery

Red robins and
You spiders, too, and
Every butterfly,
It's time for some decisions.
Look at the autumn sky!
Now red ants and
All ladybugs and
Green grasshoppers—wait!
All crickets, stop
Your singing and
Gather by the gate.
I want to ask
A question.
I'd really like to know.
When winter comes
And days grow cold,
Tell me, where do you go?

— *Billie M. Phillips*

- ask the children:
  - — Which seasons are mentioned in the poem?
  - — How do you know?
  - — Which birds and insects are mentioned in the poem? In which season do you see them?
  - — What changes does the poet predict will happen in fall?
  - — What changes does the poet predict will happen in winter?
  - — What is the answer to the poet's question?
- brainstorm things children know about each season.
- categorize their responses.
  Save the charts to use as each season occurs to add new information the children may suggest.

FALL	WINTER	SPRING	SUMMER
The leaves change colors. Birds fly away. We wear jackets.	We build snowpeople. I see icicles. It is cold. We make snowballs.	Birds come home. There are lots of baby animals. Grass grows. Trees get leaves.	It is hot. I go swimming. School is over. Mommy takes me to the beach.

CURRICULUM AREAS: SCIENCE/MOVEMENT

Materials:

four 5" x 8" cards for each child, markers, pictures representing the four seasons, glue, scissors, crayons, season symbols (optional)

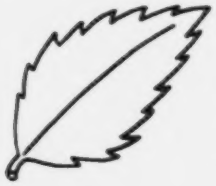
Vocabulary:

autumn	spring	winter
fall	summer	

Experience:

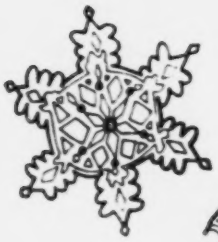
The children can:

- write the name of one season on each card.
- glue the seasonal symbol to the appropriate card or draw a picture to represent the season
- learn the order of the seasons with this poem:



Seasons

Fall hold it high
Winter go down low
Spring turn around
Summer touch your toe!
Clap - Clap - Clap
Snap - Snap - Snap
Once more around
Now let's go!



Follow-up:

The teacher can:

- remind the children that the seasons follow one another in a pattern (repeatedly).
- invite a child to come to the front of the room holding the "fall" card.
- ask the class which season comes next. Allow the "fall" child to pick a "winter" child.

CURRICULUM AREAS: ART/MATH

Vocabulary:

cloudy	snowflakes	sunny
raindrops	snowy	weather
rainy		

Experience:

The teacher can:

- make a large weather indicator for a class bulletin board. Move the arrows each day to indicate the daily weather.

Follow-up:

The children can:

- count how many days were sunny, cloudy, rainy, or snowy at the end of the month.

SEPTEMBER WEATHER

September had five sunny days.

It rained on six days.

There were no snowy days.

Five days were cloudy.

There were the same number of sunny days and cloudy days.

We marked 16 days on our graph.

296

CURRICULUM AREAS:
SOCIAL STUDIES/ LANGUAGE ARTS

Materials:
interview questionnaire, chart paper, markers

Vocabulary:
cold/hot same/different weather
countries seasons

Experience:
The teacher can:
- review the seasonal changes children have experienced in New York City.
- ask children to share seasonal changes they have experienced in other places.
- compare the similarities and differences among the seasonal changes mentioned by the children.

The children can:
- prepare a questionnaire for caregivers.
- formulate questions for caregivers to answer about seasonal changes.
  - — Where did you live?
  - — Did you have four seasons?
  - — Did leaves change colors and fall from the tree?
  - — Did it snow?
  - — Did you have a winter season?
  - — In what month did winter begin?
  - — How did the weather influence your life?
- use the questions to interview a family member.

Follow-up:
On the next school day, children can share what they learned from the family interviews. As they talk about the different world areas, the teacher may display a map or a globe to point out how geography affects climate. Children can tell how the weather influenced the lives of family members and compare the role weather played in people's clothing, homes, jobs, and recreation.

Note: The teacher may implement the following suggested seasonal learning experience activities in the thematic centers at appropriate times of the year.

CURRICULUM AREAS: ART/SCIENCE

Materials:
leaves from different kinds of trees, drawing paper, crayons, water color paints, brushes, push pins, brayers

Experience:
The children can:

- Collect fallen leaves from different kinds of trees. Pick out a good leaf that is about the same size and shape as most of those on the tree. Don't forget to leave the stem on the leaf, but don't break any branches on the tree.
- Flatten leaves out by pressing them between sheets of paper weighted by heavy books. If the leaf is curled, moisten it before pressing. Leave them for a few hours until they are flat.
- Make crayon prints from leaves:
  — Place a leaf on a smooth surface (such as a table) with the prominent veins up. Cover the leaf with a sheet of paper.
  — Choose a colored crayon and with long even strokes rub it across the paper covering the leaf.
- Make spatter-paint prints:
  — Place the leaf on the paper, making sure the leaf is flat. You may have to pin the edges down. Dip an old toothbrush in water color. Shake the surplus off the brush. Dab the brush all around the leaf margin. After the color dries lift the leaf carefully to see the outline.

- Make silhouette prints from leaves:
  — Lay a leaf on a sheet of paper. With a crayon, or a stiff brush and thick paint, make short strokes outward from the edge of the leaf. (It will be necessary to hold the leaf down firmly while doing this.) Continue the strokes all around the margin of the leaf. When the leaf is removed its outline will appear on the paper.

- Make leaf prints with paint:
  — Paint the underside of the leaf where the veins appear. Place the painted leaf on a paper. Cover the leaf with paper towel. Roll a brayer over the leaf. A leaf print is on the paper! Compare leaf prints to appreciate the diversity in nature.
  — make a display of the leaf prints.

- Make leaf mosaics:
  - — Gather a variety of colored leaves.
  - — On drawing paper, make an outline of an animal, person, or a design.
  - — Paste the leaves on the outline to fill in the design.
  - — Crush, tear, or fold to make the leaves fit the outline.

- Make leaf comparisons:
  - — Find two leaves from the same tree, one that has fallen and one that is living. Examine them under a magnifying glass and name the things that are the same and different about the leaves.

    Use a Science Project Sheet to record observations.
  - — play a game by matching the leaves with the leaf prints previously made.

CURRICULUM AREAS:
LANGUAGE ARTS/MUSIC

Experience:

The children can:

- learn fingerplays about fall:

Four Little Leaves*

(Hold up four fingers on one hand.)

Four little leaves
On the branch of a tree.
(Make flutter motion with other hand)

Along came the wind,
And then there were three.
(Hold up three fingers)

Three little leaves in the morning dew.
(Make fluttering motion)

The wind fluttered by,
And then there were two.
(Hold up two fingers)

Two little leaves
Waving in the sun.
(Make wind motions)

A sudden gust of wind,
And then there was one.
(Hold up one finger)

One little leaf
Hanging up there,
The wind shook that branch,
And now it is bare.

Apple Tree*

(Point with one hand.)

Way up high in the apple tree,
Two little apples smiled at me.

(Pretend to shake tree.)

I shook that tree as hard as I could,
And down came those apples,

(Rub tummy.)

Mmm, they were good.

* *Open the Door, Let's Explore*, by Rhoda Redleaf (St. Paul, MN: Redleaf Press, 1981), pp. 63, 83-4. Reprinted with permission.

Fall Leaves**

The leaves are falling from the trees.
(Arms raised, fingers wiggling, lower arms to ground.)

They make a pillow for my knees.
(Fluff up imaginary pile of leaves on ground.)

I jump and land on the pillow there.
(Jump and land gently on the pillow of leaves.)
And send leaves flying in the air.
(Move arms quickly out and up away from the body.)

In Fall**

Leaves with fingers waving by
(Wiggle fingers and move arms from left to right.)

Paint their colors in the sky.
(Move arms and fingers like brush, get larger with each stroke.)

Pumpkins in their patches lie.
(Make an oval shape with arms and lower to floor.)

And Halloween witches come out to fly.
(Bring hands together as if holding a broomstick and stand up—ready to fly.)

— Florence Mortimer

Fall*

The leaves are green, the nuts are brown,
They hang so high, they'll never come down.
But leave them alone 'til the bright fall
weather,
And then they will all come down together.

Oh, Maple Tree*

(To the tune of "Oh, Christmas Tree")

Oh, maple tree, oh maple tree,
How pretty are your branches.
Your pointed leaves are colored bright.
All red and gold in the sunlight.
Oh, maple tree, oh maple tree,
How pretty are your branches.

Oh, evergreen tree, oh evergreen tree,
How lovely are your branches.
Your many needles, soft and fine,
Your special cones and scent of pine.
Oh, evergreen tree, oh evergreen tree,
How lovely are your branches.

Crackling Leaves**

Crisp fall leaves make a crackling sound
When I stomp them on the ground.
Squirrels and birds soon hurry away
I'm making so much noise today!

Fall Is Here!**

There's a brand new crispness in the air.
I feel it more each day!
It tells me that fall is finally here.
And winter's on the way!

* *Open the Door, Let's Explore*, Rhoda Redleaf (St. Paul, MN: Redleaf Press, 1981), pp. 63, 83-4. Reprinted with permission.
** *Early Childhood Seasonal and Holiday Activities*, Fay Wasserman and Sheila Medow (Dominguez Hills, CA: Educational Insights Inc., 1984), pp. 12-13. Reprinted with permission.

CURRICULUM AREAS: ART/SCIENCE

Materials*:
baby-food jars (one for each child), silver glitter or bits of cut-up foil, liquid detergent, glycerine (you can buy it at a drugstore), water, glue (optional), old Christmas cards, magazines, postcards, or travel-folder pictures, crayons, tape

Experience:
The children can:

- Make ice-crystal pictures on black construction paper.

  Draw a snow scene with crayons. Mix equal amounts of epsom salts with water. Stir well. Brush epsom salts over the picture. Let it dry for at least one day.

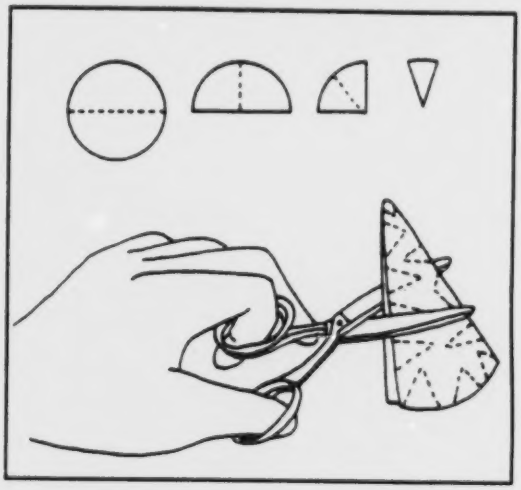
- Make snow shakers.
  — Pour about a teaspoon of glitter into each baby-food jar (enough to cover the bottom).
  — Fill each jar three-quarters full with liquid detergent and a few drops of glycerine (to make the bubbles last longer). Then fill to the top with water and screw the cap on tightly. (You can add a little glue around the rim first, before tightening.)
  — Draw or cut out a winter scene and tape it to the bottle with the picture facing in.
  — Turn the bottle around, shake it up, and watch the snow fall down!

  Variation: Make the jar into a paperweight by putting clay in the bottom first. You can also poke plastic figures, a sprig of pine tree, or a pine cone into the clay to make a more natural-looking winter scene. Add the glitter last.

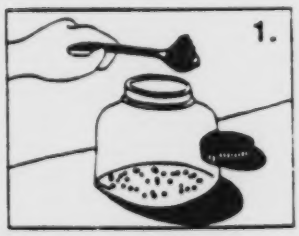
- Make snowflakes from paper or aluminum foil.

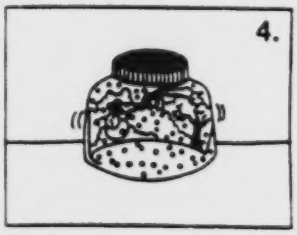
  Fold paper circles (trace around a plate) in half, then in thirds, and then in half again before snipping. The resulting snowflakes will have the requisite six sides. By altering the little cuts from one snowflake to the next, your snowflakes will be as varied as those found in nature!

  — Understand that just as snowflakes are unique, people too are unique in their characteristics and appearances.



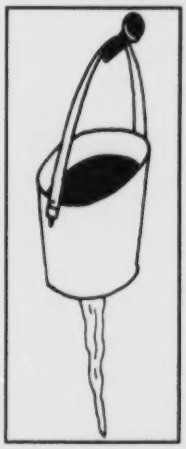
*Some materials listed are dangerous–detergent, glycerine, and glue. Extra caution should be used with these materials.





- Make icicles to see how they are formed.

  In the bottom of a container such as a plastic bottle or bucket, poke a hole just big enough to allow water to drip out very slowly. Fill with water and hang outside. (This experiment depends greatly on the freeze/thaw cycle, so don't be disappointed if your attempts don't work at first. Try changing the size of the hole, or hang the container in another location, to speed up or slow down the process as you see fit.)



- Make a bird feeder. Mix together one part margarine to one part peanut butter. Twist wire around a pine cone to form a loop for hanging. Spread peanut butter mixture over the pine cone with a knife. Roll in bird seed or cereal crumbs. Hang outside near a window ledge or on a tree branch.

- talk about birds in the winter.
  - — Which birds are still here?
  - — Where do they find food?
  - — How do they protect themselves from cold/windy/snowy weather?
  - — Can you find bird footprints in the snow?
  - — Why do birds migrate or go south?
  - — Which birds might visit your bird feeder?

Snow fingerplays:

Chubby Little Snowman*

A chubby little snowman had a carrot nose.
(Form snowman with right fist)

Along came a bunny, and what do you suppose?
(Hold two middle fingers of left hand down with thumb to form bunny; let him hop toward snowman)

That hungry little bunny, looking for his lunch
Ate that snowman's carrot nose,
Nibble, nibble, crunch!
(Bunny grabs snowman's "nose" and nibbles)

Falling Snow*

(Suit motions to words)

See the pretty snowflakes
Falling from the sky;
On the walk and housetop
Soft and thick they lie.
On the window ledges
On the branches bare;
Now how fast they gather,
Filling all the air.
Look into the garden,
Where the grass was green;
Covered by the snowflakes
Not a blade is seen.
Now the bare black bushes
All look soft and white,
Every twig is laden—
What a pretty sight.

* *Early Childhood Seasonal and Holiday Activities*, by Fay Wasserman and Sheila Medow. Reprinted with permission.

Snow poems:

The Mitten Song*

"Thumbs in the thumb-place,
Fingers all together!"
This is the song we sing in mitten weather.
When it is cold,
It doesn't matter whether
Mittens are wool, or made of finest leather.
This is the song
We sing in mitten weather;
"Thumbs in the thumb-place,
Fingers all together!"

— *Mary Louise Allen*

Snow*

The snow fell softly
All the night.
It made a blanket
Soft and white.
It covered houses,
Flowers, and ground,
But did not make
A single sound.

— *Alice Wilkins*

CURRICULUM AREAS:
LANGUAGE ARTS/SOCIAL STUDIES

Materials:
drawing paper, crayons or markers, glue

Experience:
The children can:

- learn Eskimo (Innuit) words for snow:

  ganik snow that is still falling

  pukaq crusty snow

  masak mushy snow

- brainstorm other descriptive words for snow, such as:

  crisp snow, fresh snow, soft snow, crystal snow, silent snow, wet snow, deep snow

- list some compound words with snow:

  snowballs, snowperson, snowshoes, snowdrops, snowplow, snowsuit, snowflakes

- make a snow book using the compound words in sentences and illustrating each page.

* *Early Childhood Seasonal Activities and Holiday Activities*, by Fay Wasserman and Sheila Medow. Reprinted with permission.

CURRICULUM AREA: SCIENCE

Materials:
dark construction paper, magnifying glass

Experience:
The children can:

- catch some snowflakes.

— chill a dark sheet of construction paper outdoors or in the freezer.
— examine single flakes with a magnifying glass as they land on the paper (before they melt!).
— record observations on a project sheet.

First Snow

Snow makes whiteness where it falls.
The bushes look like popcorn-balls.
And places where I always play,
Look like somewhere else today.

— *Marie Louise Allen*

CURRICULUM AREA: SCIENCE

Experience:

The teacher can:

- share the rhythm of language and encourage group participation with the fingerplay "Falling Raindrops," from *Ring a Ring O'Roses* (Flint Public Library, Revised 1981).

Falling Raindrops

Raindrops, raindrops!
(Move fingers to imitate falling rain)
Falling all around.
Pitter-patter on the rooftops,
(Tap softly on floor)
Pitter-patter on the ground.
(Repeat)
Here is my umbrella.
(Pretend to open an umbrella)
It will keep me dry.
(Place over head)
When I go walking in the rain,
I hold it up so high.
(Hold high in the air)

The children can:

- see how rain is formed:
  — Tie a plastic bag around a tree branch that is in leaf. Leave it for a few hours. The bag will be full of water droplets from the leaves.
- brainstorm different words for rain: mist, drizzle, shower, downpour, sprinkle.
- make rain pictures. Use water paint on construction paper. Place the paper outdoors during a gentle rain. Watch the raindrops change the picture.

CURRICULUM AREA: SCIENCE

Materials:

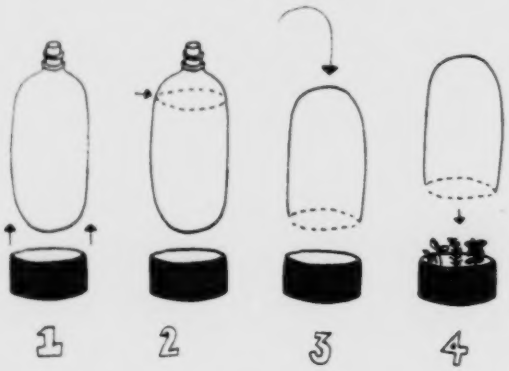
a commercial-size mayonnaise jar with a screw-on cap, small stones, sand, soil from outside or bought at a plant store, small plants such as mosses, ivy, baby ferns, or other plants found in the woods, a shell or large bottle cap, water

Experience:

The children can:

- Make terrariums to observe the water cycle.
  — Layer in the bottom of the jar:
  stones (one-quarter inch deep)
  sand (enough to cover stones)
  soil (about four inches deep)
  — Create an arrangement for the plants and bury the roots in the soil.
  — Fill the shell or cap with water to create a lake in the terrarium. Tightly screw the lid on the terrarium.

Alternatively, use two-liter plastic bottles.



CURRICULUM AREA:
LANGUAGE ARTS

Experience:
The children can:
- learn some rain poems.

Misty Mystery*

It seems to me
that a misty rain is
Dreamy
And quiet,
Mysteriously gray,
Gentle
And bluish—
It's twilight and day.
Touching
me lightly,
I stand in one place,
Smiling
And feeling
The mist on my face.
— *Billie M. Phillips*

The Rain**

Rain on the green grass
And rain on the tree,
And rain on the housetop
But not upon me!

Why, April?

Rain on the bushes
Drip, drip, drip,
Rain on the flowers—
Sip, sip, sip,
Rain in the brook,
For a long, long trip;
Rain on umbrellas—
Splish, splish, splish,
Rain on the rooftops—
Swish, swish, swish,
Rain on the sparrows
And on my windowpane,
Oh, April, why are you so fond
Of rain, rain, rain?
— *Leland B. Jacobs*

Pitter-Patter Plans

Rain
Falls down
From clouds on high.
Rain
Falls down
From a darkened sky.
Rain grows grass and
Rain grows flowers.
Rain
Falls down in April
Showers.

Spring Wind and Rain*

The wind and the rain
are singing a song
as both are busily
working along,
the rain with a mop
and the wind with a broom
clearing away
winter's rubbish and gloom.
They sing as they work
and they work as they sing
getting things ready
to welcome the spring.
— *Leland B. Jacobs*

Rainy Day**

I do not like a rainy day.
The road is wet, the sky is gray.
They dress me up, from head to toes,
In lots and lots of rubber clothes.
I wish the sun would come and stay.
I do not like a rainy day.
— *William Wise*

Showers**

Squelch and squirt and squiggle,
Drizzle and drip and drain—
Such a lot of water
Comes down with the rain!
— *Marchette Chute*

* Reprinted with permission of the publisher, Early Years, Inc. Norwalk, CT 06854. From the April 1990 issue of *Teaching K-8*.
** *Read Aloud Rhymes for the Very Young*, by Jack Prelutsky, ed.(New York: Alfred A. Knopf, Inc., 1986) pp. 12-13, 62. Permission pending.

* Reprinted with permission of the publisher, Early Years, inc. Norwalk, CT 06854. From the April 1990 issue of *Teaching K-8*.
** *Read Aloud Rhymes for the Very Young*, by Jack Prelutsky, ed.(New York: Alfred A. Knopf, Inc., 1986) pp. 12-13, 62. Permission pending.

CURRICULUM AREAS: HEALTH/SCIENCE

Materials:
chart paper, markers

Experience:
The teacher can:

- take the children outside on a windy day and ask them to use their senses to learn about the wind. Can they see the wind? Ask children to look for objects that show the wind is blowing:

awnings	garden pinwheels
chimney or factory smoke	laundry on clotheslines
	papers in the street
flags	weather vanes

- explore the uses of the senses with the children.
  - — Can they *feel* the wind in their hair, on their backs, on their faces?
  - — Can you *taste* the wind? Ask children to stick out their tongues to find out.
  - — Can you *hear* the wind? What sounds does it make?
  - — Can you *smell* the wind? Ask children to identify odors carried by the wind and try to find their origin.
- list all observations on a large chart (back in the classroom) organizing the information by sense.
- assist the children in composing a class book, "Our Wind Walk."
- discuss the following concepts:
  - — the directions of the wind.
  - — the force of the wind.
  - — the way the wind feels.
  - — the way we "see" the wind.
  - — how odors carried by the wind influence people and animals.
- brainstorm machines or objects that use the wind for power: sailboats, parachutes, airplanes.
- list objects blown by the wind in different seasons.

Fall	Winter	Spring	Summer
leaves seeds	snow scarves	Kites hats umbrellas	sailboats grass leaves

CURRICULUM AREA: LANGUAGE ARTS

Experience:
The children can:

- learn some songs, poems, and fingerplays about the wind:

The following poem is from the "Navajo Life Series" readers. This series, with other tribal series, is published by the Bureau of Indian Affairs.

The Wind

There are many things
about the wind
that I do not know.

I have not seen the wind
and no one has told me where the wind lives,
or where it is going
when I hear it
and when I fell it rushing by.

And something more
I do not know about the wind.

I do not know if it is angry
or if it is just playing
and just doing the things it does for fun.
Sometimes
the wind gathers sand
into whirlwinds
and makes them dance
over the flat lands
until they are tired
and lie down to get their breath.

Wind Is Blowing*

(To the tune of "Frère Jacque")

Wind is blowing. Wind is blowing.
All around, all around.
(Let the children pretend to be twirling leaves)
See the leaves go twirling
See the dust it's swirling.
Blow, wind, blow—blow, wind, blow.

Wind is blowing. Wind is blowing.
All around, all around.
(Have children pretend to run and fly kites)
See the kites go flying
Run and keep on trying.
Blow, wind, blow—blow, wind, blow.

(Add additional seasonal verses:)

See the snow flakes twirling
Into drifts they're swirling.

See the boats go sailing
With their sails aflailing.

Oh How the Wind Does Blow*

(To the tune of "Over the River and Through the Woods")

Over the ground and through the trees
Oh, how the wind does blow.
It moves the leaves or clouds or snow
Everywhere it goes.

Over the ground and through the trees,
The wind keeps blowing so.
It bends the branches to and fro
And hums so very low—oh.

Over the ground and through the trees
Oh how the wind does blow.
It blows my hair and scarf around
And every other thing it's found!

The Kite**

How bright on the blue
Is a kite when it's new!

With a dive and a dip
It snaps its tail

Then soars like a ship
With only a sail

As over tides
Of wind it rides,

Climbs to the crest
Of a gust and pulls.

Then seems to rest
As wind falls.

When string goes slack
You wind it back

And run until
A new breeze blows

And its wings fill
And up it goes!

How bright on the blue
Is a kite when it's new!

But a raggeder thing
You never will see

When it flaps on a string
In the top of a tree.

— Harry Behn

Windy Day Walk*

We went for a walk one windy day
And found before too long
That if we turned the other way
The wind helped us along!
(Start walking in one direction. Then turn around and walk in other direction.)

* *Open the Door, Let's Explore* by Rhoda Redleaf. (St. Paul, MN: Redleaf Press, 1981). Reprinted with permission.

** *Early Childhood Seasonal and Holiday Activities* by Fay Wasserman and Sheila Medow. (Compton, CA: Educational Insights, 1984.) Permission pending.

CURRICULUM AREA: SCIENCE

Experience:

The teacher can:

- read to the children: *Flutterby* by Stephen Cosgrove, *Hope for the Flowers* by Trina Paulus, *I Wish I Were a Butterfly* by James Howe, *or The Very Hungry Caterpillar* by Eric Carle.
- ask the children what other insects they know.
- construct an insect cage:

  Use a large glass jar (punch lots of holes in the lid), or use two round cake pans, screening, and modeling clay.

  Cut the screen a foot wide and a couple of inches longer than the circumference of the pans. Make a tube from the screen and press some modeling clay around the edges of the two pans.

  Place one pan on each end of the screen. Bend the edges. The clay will hold the screen and make the cage escape-proof.

  Put some caterpillars in the cage. Observe the changes (metamorphosis).

  Place some upright sticks in the cage for the chrysalis (a butterfly makes a chrysalis, a moth makes a cocoon).

  Feed fresh, wet leaves to the caterpillars daily.

  Keep a moistened paper towel in the cage for proper humidity.

  Keep a log of the metamorphosis. When the butterflies appear, set them free!

CURRICULUM AREA: ART

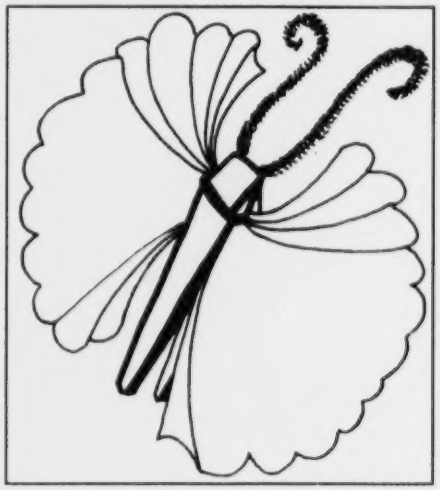
Materials:

wooden clothespins, coffee filters, pipe-cleaners, paint or food dye, paint brushes

Experience:

The children can:

- make butterflies as decorations:
  Use wooden clothespins, coffee filters, and pipe cleaners. Paint the clothespin to make the center of the butterfly. Paint or use food dye to decorate the filter for the wings. Scrunch the filter between the ends of the clothespin to make a butterfly. Attach a pipe cleaner at the tip to make antennae.

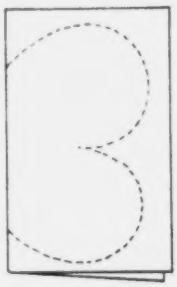


CURRICULUM AREAS: MATH/ART

Materials:
drawing paper, paint, and scissors

Experience:
The children can:

- Make symmetrical butterflies. Fold the paper in half widthwise. Prepare a butterfly pattern. Trace on the folded side and cut out.



  Children work in pairs. One child paints on one half of the butterfly. The other child copies the pattern directly onto the other half to create a symmetrical pattern. After one child's butterfly is complete, the second child gets a chance to design the pattern.

- Learn caterpillar poems:

Only My Opinion*

Is a caterpillar ticklish?
Well, it's always my belief
That he giggles, as he wiggles
Across a hairy leaf.

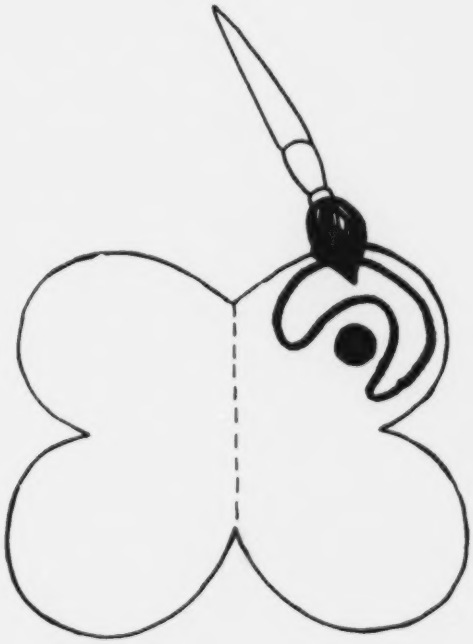
— *Monica Shannon*

Fuzzy Wuzzy, Creepy Crawly*

Fuzzy wuzzy, creepy crawly
Caterpillar funny,
You will be a butterfly
When the days are sunny.

Winging, flinging, dancing, springing
Butterfly so yellow,
You were once a caterpillar,
Wiggly, wiggly fellow.

— *Lillian Schulz*



* *Read Aloud Rhymes for the Very Young* by Jack Prelutsky. (New York: Knopf, 1986). Permission pending.

CURRICULUM AREA: MATH*

Materials:

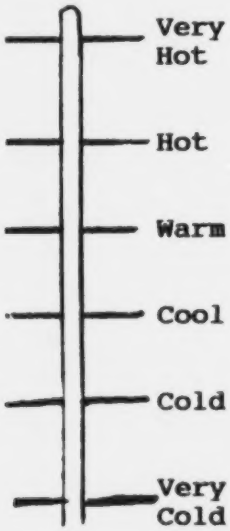
thermometer; masking tape; felt-tip pen; containers; liquids of varying temperatures, such as tap water, hot tea, and ice water; tagboard signs indicating what is inside each container.

Warning: Be sure that hot liquid is dispensed safely and that it is not so hot that children could scald themselves.

Experience:

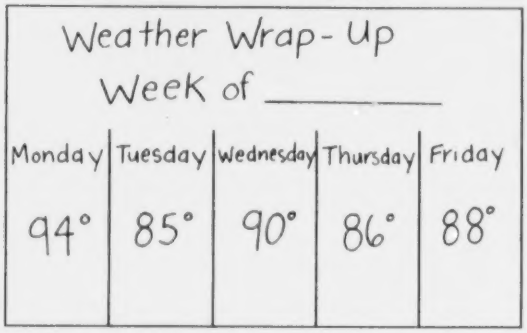
The children can:

- tape a strip of masking tape over the scale on the plastic backing of a thermometer. Ask them to "calibrate" their thermometer according to the following temperature ranges: very cold, cold, cool, warm, hot, very hot. Refer to the following illustration:



Provide children with liquids of varying temperatures, such as tap water, ice water, and hot tea. Label the containers. Help the group establish the ranges on the thermometers that are within each category. After children complete their thermometers, discuss the temperature ranges that correspond to their categories of temperature.

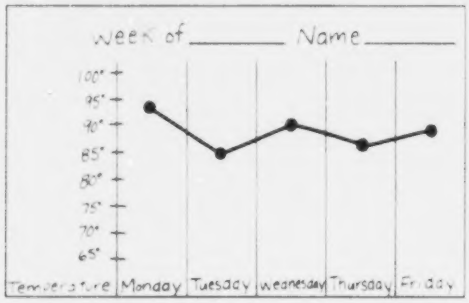
- Make thermometers to graph the variations in temperature.
  — Use the thermometer each day as they record the daily temperature on a weekly "weather wrap-up."



Weather Wrap-Up
Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday
94°	85°	90°	86°	88°

- Plot the weekly temperature on a line graph:



*From *The Measurement Book* by Marvin L. Sohns and Audrey V. Buffington (Enrich Inc., 1977). Permission Pending.

CULMINATING PROJECT

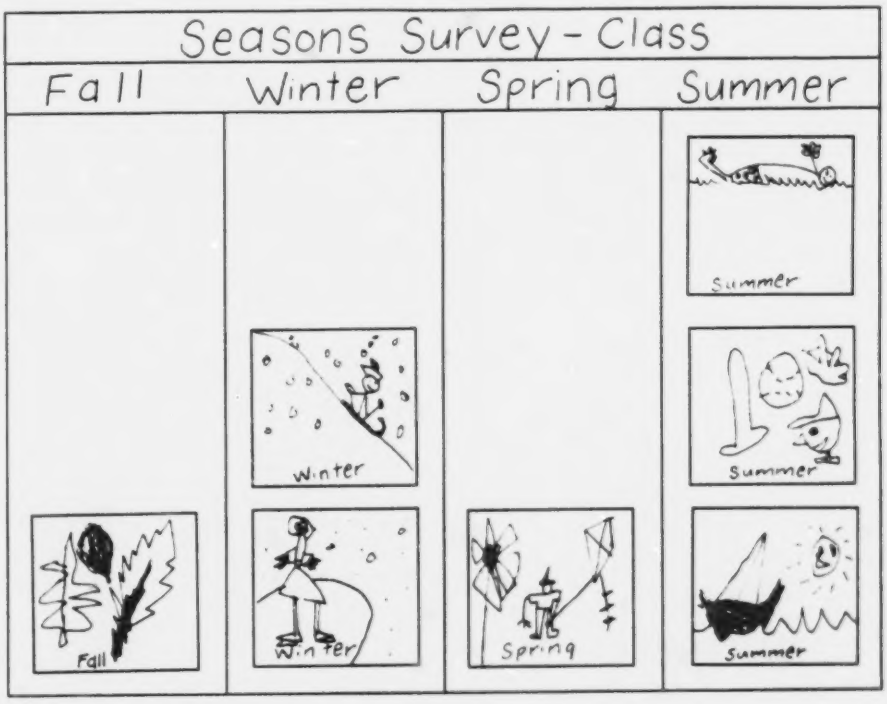
Materials:
drawing paper, glue, crayons or markers

Experience:
The teacher can:

- prepare a seasons survey chart.
- discuss the four seasons and talk about some of the children's favorite activities of each season.
- distribute 6" x 6" squares to the children. Have children draw pictures of their favorite seasons.

  As the children draw, help them label their pictures with the name of the season.
- prepare a class graph of the seasons. Have children place their drawings on the graph, matching the word on the picture to the appropriate word on the graph. Study the completed graph to determine which is the favorite season of the class.
- show the reproducible season survey that the children will be taking home. Discuss what a survey is. Tell the children they will be asking members of their families to choose their favorite seasons.
- distribute copies of the survey and ask that they be returned the next day.
- have the children cut apart the four columns on their survey sheets. Use only the columns with names. Take turns gluing the columns on the family graph under the appropriate seasons.
- guide a class discussion when the graph is completed to determine which is the favorite season of the families.
- compare and discuss the results of the class and family graphs. Write a summary of the results to be displayed with the graphs.

The children can discuss and share the activities in which their families participate during their favorite seasons.



Name _____

My Seasons Survey

Ask the members of your family to write their names under the season they like best.

Please return your survey to school tomorrow.

What is your favorite season?

Fall	Winter	Spring	Summer

RESPECTING THE EARTH'S RESOURCES

LEARNING EXPERIENCE II

Concepts:

- The earth we live on is composed of water, land, and air.
- Objects have distinctive properties.
- The earth's resources must be conserved.
- Living things depend on their physical surroundings.

Preliminary Activity:

The teacher can:

- set up a science center or discovery corner to display natural objects from the physical world for children to explore. Such objects can include soil, sand, rocks, pebbles, shells, twigs, acorns, small plants, starfish, seeds, and an aquarium. Children may be invited to feel, smell, look at, listen to, and experiment with the objects on display. They should be encouraged to bring their own contributions to share with others.

  Themes can evolve from these materials, such as:

  — Changes in Nature
  — How Does It Feel?
  — Growing Things
  — The Seashore
  — Investigating Properties
  — Cycle and Recycle
  — Pollution Solution

- read *The Lorax* by Dr. Seuss and discuss with the children:

  — What did the Once-ler do?
  — Why do you think he had that name?
  — What problems did he cause?
  — What did he harm?
  — What do you think the Once-ler should have done?
  — How do you think the Lorax felt?
  — How do you feel about what happened?
  — What should the child do with the Truffula seed?

- ask children to retell the story creating a chain of events line:

The Once-ler cut down a tree.
↓
He made and sold the Thneed.
↓
He built a factory.
↓
He cut down more trees.
↓
The brown Bar-ba-loots had to leave.
↓
The Swomee-Swans couldn't breathe.
↓
The water was too gummy for the Humming-Fish.
↓
There were no trees left.
↓
The Lorax went away.
↓
The child got a Truffula seed.

Additional questions may be asked to summarize and synthesize the concept that the earth is composed of land, air, and water, which all need to be respected and preserved.

— Why did the Bar-ba-loots have to leave?
— Why couldn't the Swomee-Swans breathe?
— What happened to the water of the Humming-Fish?
— Have you seen or heard of anything like this happening close to you?

BEST COPY AVAILABLE

CURRICULUM AREAS:
SOCIAL STUDIES/SCIENCE

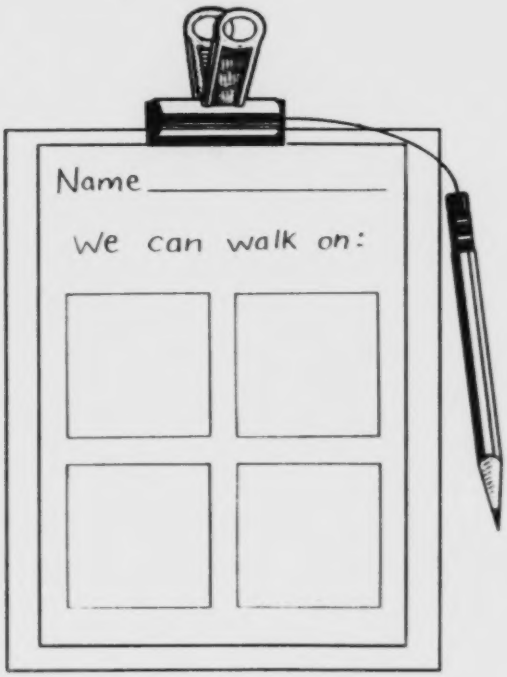
Materials:
plastic containers, trip boards, water, jar, heavy cloth, hammer

Vocabulary:

cobblestones	gravel	layers
concrete	heaviest	sand
grass	lightest	soil

Experience:
The teacher and children can:

- take a walk in the neighborhood of the school to examine the surfaces on which people walk. A trip board may be used for children to draw pictures of the various surfaces.



- carry plastic containers or bags to collect samples of soil, sand, gravel, rocks, and broken pieces of concrete.
  In the classroom, have the children sort and compare their collections. A discussion can include:
  — What did we find?
  — What surfaces did we walk on?
  — On our neighborhood walk we found soil, sand, and concrete. Where else can we find these materials?
  — What is soil?
  — What other places contain soil? (farmlands, forests, riverbanks)
  — Where else might you find concrete? (buildings, statues)
  — How are soil and sand alike? different?

(The teacher may wish to have available pictures of places where sand, soil, and stone can be found: mountains, deserts, beaches, farmlands, forests, riverbanks.)

CURRICULUM AREAS: SCIENCE/ART

Materials:
white 3" x 5" cards or heavy cardboard, shortening or petrolium jelly, masking tape, string

Vocabulary:

air	pollution	smoke
dirty	smog	sprays
exhaust		

Experience:
The children can:

- find out what causes air pollution:
  Spread shortening or petroleum jelly on cardboard or cards. Tape or hang cards or cardboard in different places indoors and outdoors. Observe them daily for three or four days. Notice the things collected on the cards or cardboard.
- talk about different things that pollute the air, such as car and bus exhaust, smoke, and sprays.
- talk about where the pollutants originate: factories, cars, buses, chimneys, incinerators, cigarettes, burning of leaves.

Follow-up:
Each child can draw a scene on two sheets of drawing paper, showing one as polluted and the other with a clean landscape. These pictures may be mounted on a bulletin board display or bound into a class book.

CURRICULUM AREAS: SCIENCE/SOCIAL STUDIES

Materials:
paper bags, tissue boxes, small cartons or similar containers, paint materials and/or crayons, string or yarn

Vocabulary:
environment litter

Experience:
The teacher can:

- teach the "Litter Song."

CURRICULUM AREAS: SCIENCE/LANGUAGE ARTS/ART

Materials:
two glass jars or small fish tanks, polluting materials such as paper, metal, bottle caps (no foodstuffs), washers or other weights, string, water

Vocabulary:
garbage litter pollution

Experience:
The teacher can:

- read *Fish Is Fish* by Leo Lionni.
- ask the children:
  — What did the fish do?
  — What was the water like?
  — Did the fish have room to swim?
  — How are they different from the Humming-Fish in *The Lorax?*

The children can:

- find out how water becomes polluted: Put clean water in the two jars. Take litter from the wastebasket (no food products), break it into small pieces and put in one of the jars. Predict what will happen to each jar. Let the water sit for two to three days.
  — Observe the water each day.
  — Dictate the observations to the teacher for an experience chart.
  — Compare how the water looks and smells in both jars.
  — Discuss what effect the pollution would have on fish.
  — Decide which jar they would want to have fish live in.

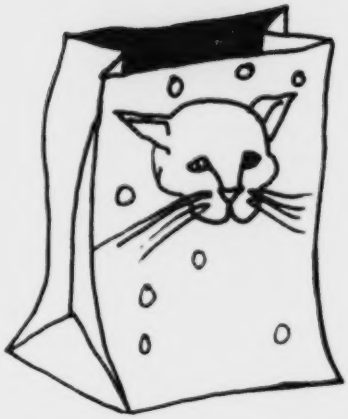
The Litter Song*
(To the tune of "Are You Sleeping?")

I saw a piece of paper, littering the sidewalk.
Picked it up, picked it up.
Put it in my pocket, threw it in the garbage
All cleaned up, all cleaned up.

— *Ruth Pelham*

- ask the children:
  — What is litter?
  — Should candy wrappers be in the street? Where do they belong?

- help the children to decorate bags, boxes, and cartons to make litter containers.



Follow-up:

Take a short walk around the school grounds and help the children identify litter. Warn them against picking up dangerous items such as glass, matches, or sharp objects. They should not go into the street to pick up litter.

The teacher can:

- discuss with children how they help clean up after litterbugs at home.
- provide the children with useful reminders:
  - — Use trash cans. Encourage others to do the same.
  - — Pick up clothes and toys at home.
  - — Keep a litter bag in the car.

* *Under One Sky* by Ruth Pelham. (Albany, NY: Music Mobile Workshops/Seminars/Resources). Permission pending

CURRICULUM AREAS: SOCIAL STUDIES/MATH

Materials:
assorted recycling matter

Vocabulary:

bottles	recycle	throw away
cans	recycling bin	trash
jars		

Experience:
The teacher can:

- read *Don't Throw It Away,* by Jo Anne Nelson or *Dear Garbage Man,* by Gene Zion.
- fill up the class wastebasket.
- observe the amount of trash the custodial staff collects from the many classrooms at the end of the day.
- interview the custodial staff about where the garbage goes after it is collected. If possible, observe the final collection point at the school.
- discuss the problem of trash build-up with the children.
  - — What is trash?
  - — What can happen if we have too much trash?
  - — How can we recycle trash so that it becomes something new?
  - — What can we recycle in the classroom?
  - — What do you recycle at home?

Follow-up:
Set up a Recycling Center in the classroom. List items children can contribute for class projects. Use trays or small cartons for storage. Children can label, sort, and design special activities to use the items that they have saved. Suggested items are: buttons, fabric scraps, wood pieces, bottle caps, yarn, plastic containers with lids, and empty cans.

The children can:

- create recycling machines.
- take a few pieces of litter (scrap materials, bottle caps) and paste them onto large sheets of construction paper.
- draw machines that will recycle the litter into another form. At the end of the machine draw or paste the new product.
- talk about the machines at a "Young Inventors Club" meeting.

CURRICULUM AREA: MATH

Materials:
refundable plastic bottles and aluminum cans

Vocabulary:

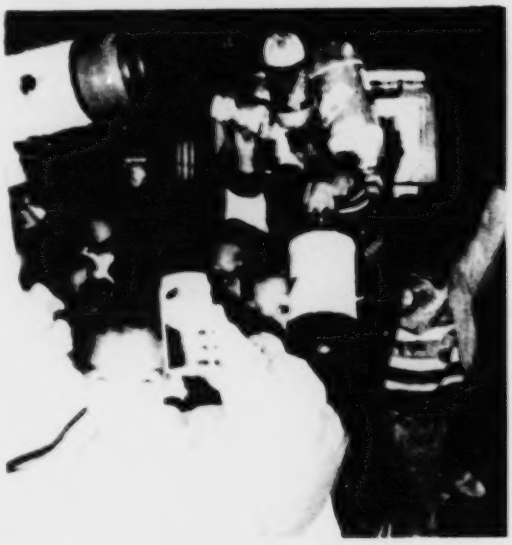
deposit	nickel	refund
exchange	purchase	store

Experience:
The teacher can:

- request children to bring soda cans to school to be returned to the local store. (It is advisable to arrange for this visit with the store manager in advance.)
- discuss what happens to plastic or glass bottles and aluminum cans when they are recycled.
- take the children to the store to return cans.

The children can:

- decide how to spend the money.
- list all suggestions and vote for a purchase. Suggestions may include: a tree to plant on the school grounds, a plant for the classroom, refreshments for a party, or funds for a special trip.
- make a shopping list with prices of each item.



CURRICULUM AREA: LANGUAGE ARTS

Materials:

chart paper, drawing paper, markers or crayons

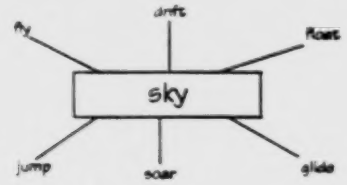
Vocabulary:

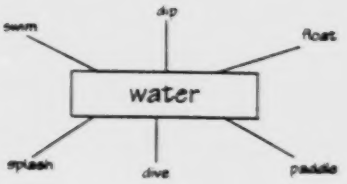
air land water

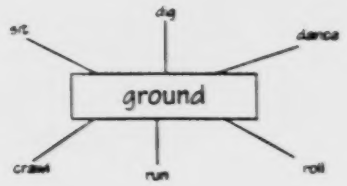
Experience:

The teacher can:

- discuss all the wonderful things people can do in the air, in water, and on land.
- brainstorm action words for each area.







Follow-up:

The children can:

- work in small groups to make class books about "Our Wonderful World," showing what people can do in the sky, in water, and on land.
- make invitations to a class performance about respecting the earth's resources.
- make Happy Earth Day nature cards.

CULMINATING PROJECT

Children may plan an assembly program about respecting the earth's resources. Costumes and props can be designed to represent trees, flowers, the sun, the earth, plants, leaves, clear blue water, animals, and children. Parents can be invited to assist with preparations and to attend the performance.

A rap song and a chant are included for this experience.

"Kids for Saving Earth" Chant*

We are the pollution solution.
We want to save our Earth.
We want it healthy and beautiful.
We know how much it's worth.

* Courtesy of Kids for Saving Earth, an independent, nonprofit organization, P.O. Box 47247, Plymouth, MN 55447-0247.

** From *The Mailbox Magazine*, (Greensboro, NC: The Education Center, Inc., 1991), April/May 1991, p. 15. Permission pending.

Earth Rap**

(Choose up lines and rap out loud.)

Earth Day is April Twenty-two.
And on that day you'll know what to do
Plant a tree, clean a park, or ride a bike
Do something you think that the planet will like
Build a house for the birds, throw litter away
Then make Earth Day every day
I'm gonna make Earth Day every day
I'm gonna make Earth Day every day

Help keep the air clean, and the water pure
We'll each do our part, you can be sure
Let's thank the soil for growing seeds
And growing all the food we need
Let's thank the sunlight energy
That flows through you and flows through me
Let's all chip in and do our part
This Earth Day is just the start

Because after Earth Day I will say

I'm gonna make Earth Day every day
I'm gonna make Earth Day every day
I'm gonna make Earth Day every day

I'll recycle paper and glass in trash
And turn my aluminum cans to cash
I'll care for trees along my street
And keep the sidewalks clean and neat
I'll conserve the water in my sink
So everyone on Earth has enough to drink
When I leave a room, I'll hit the light
Saving energy keeps the sun shining bright.
Celebrating Earth Day is just one way
'Cause I'm gonna make Earth Day every day
I'm gonna make Earth Day every day
I'm gonna make Earth Day every day
I'm gonna make Earth Day every day
Will you make Earth Day every day?

How the Trash Pile Grows**

Buy it
Try it,
throw the trash away!

Take it,
break it,
throw the trash away!

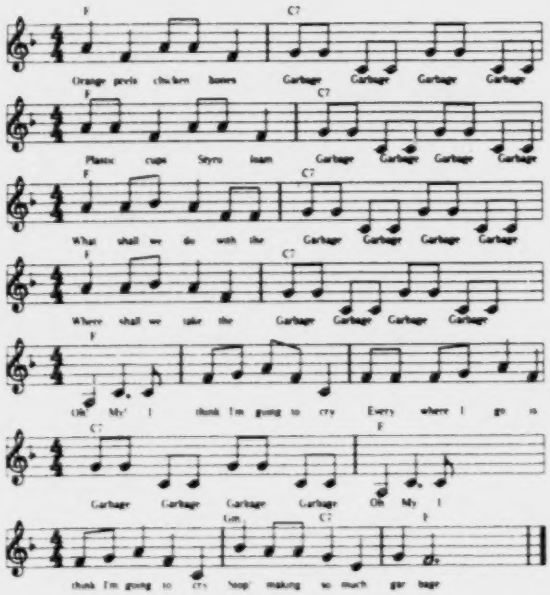
Get it,
use it,
finish it,
lose it.
Wear it,
tear it,
throw the trash away!

Soda pop,
box top,
once you start
you can't stop.
Buy it,
show it,
nothing left but throw it:

Throw the trash away!

(Oh, no — where is "away"?)

Garbage†



** *Free Earth Day Lesson Plans*, P.O. Box AA, Stanford University, Palo Alto, CA 94309.
† Jackie Weissman, *Instructor* Magazine, Sept. 1990. New York: Scholastic, Inc. Permission pending.

BEST COPY AVAILABLE

This Land is Our Land!*

(Sung to the tune of "This Land Is Your Land" Key: G Major)

C G
We must take care of the world we live in.
G D, G
We must not waste what nature has given.
G D, C G
We need clean air, soil, and water, too,
D, G
This land was made for me and you!

Chorus:

C G
This land is our land; we must respect it.
G D, G
We must protect it, and not neglect it.
G D, C G
If we take care of what we've been given
D, G
This land will stay for you and me!

C G
We breathe the air and we feel the sunlight.
D, G
Our plants need water and soil to grow right.
G D, C G
We need both plants and animals, too.
D, G
This land was made for me and you!

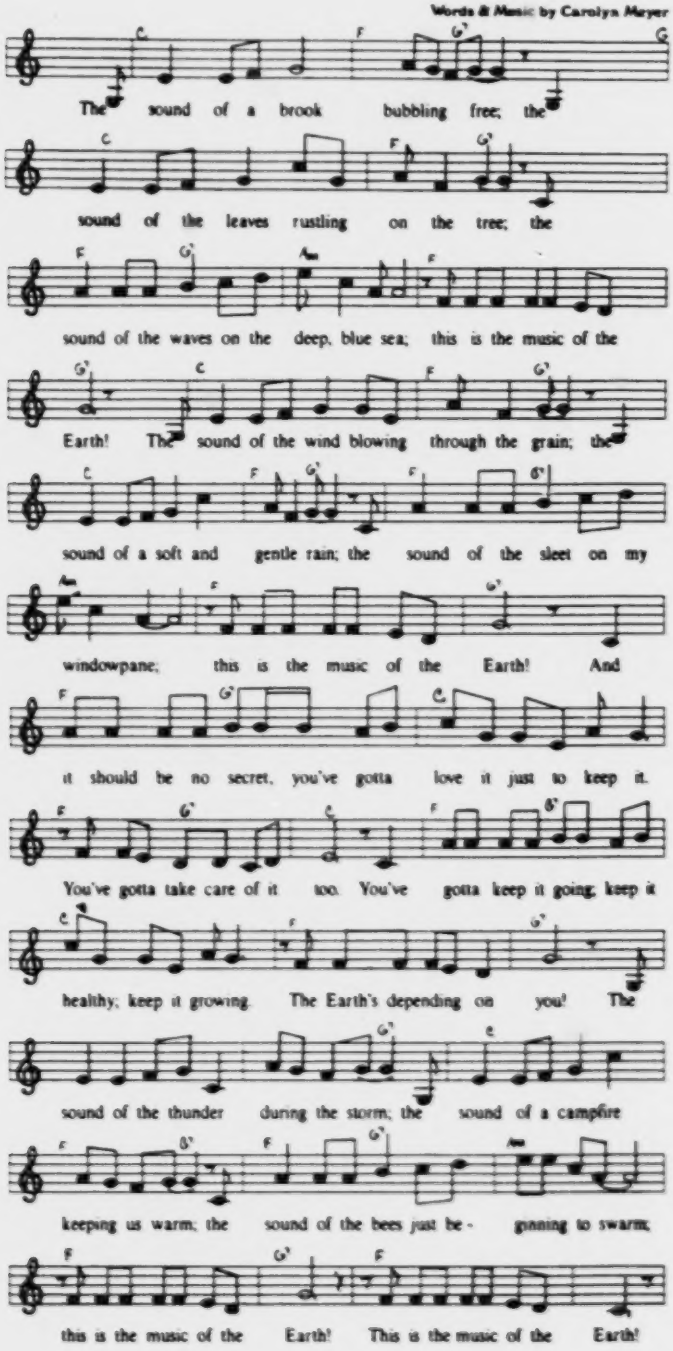
(Repeat the chorus.)

C G
Pollution poisons our air and farmlands.
G D, G
It's not from nature, but from our own hands.
G D, C G
The health of nature rests on what you do.
D, G
This land was made for me and you!

* *Sing and Learn* by Carolyn Meyer and Kel Pickens. (Carthage, IL: Good Apple, Inc., 1989). Permission pending.

The Music of the Earth*

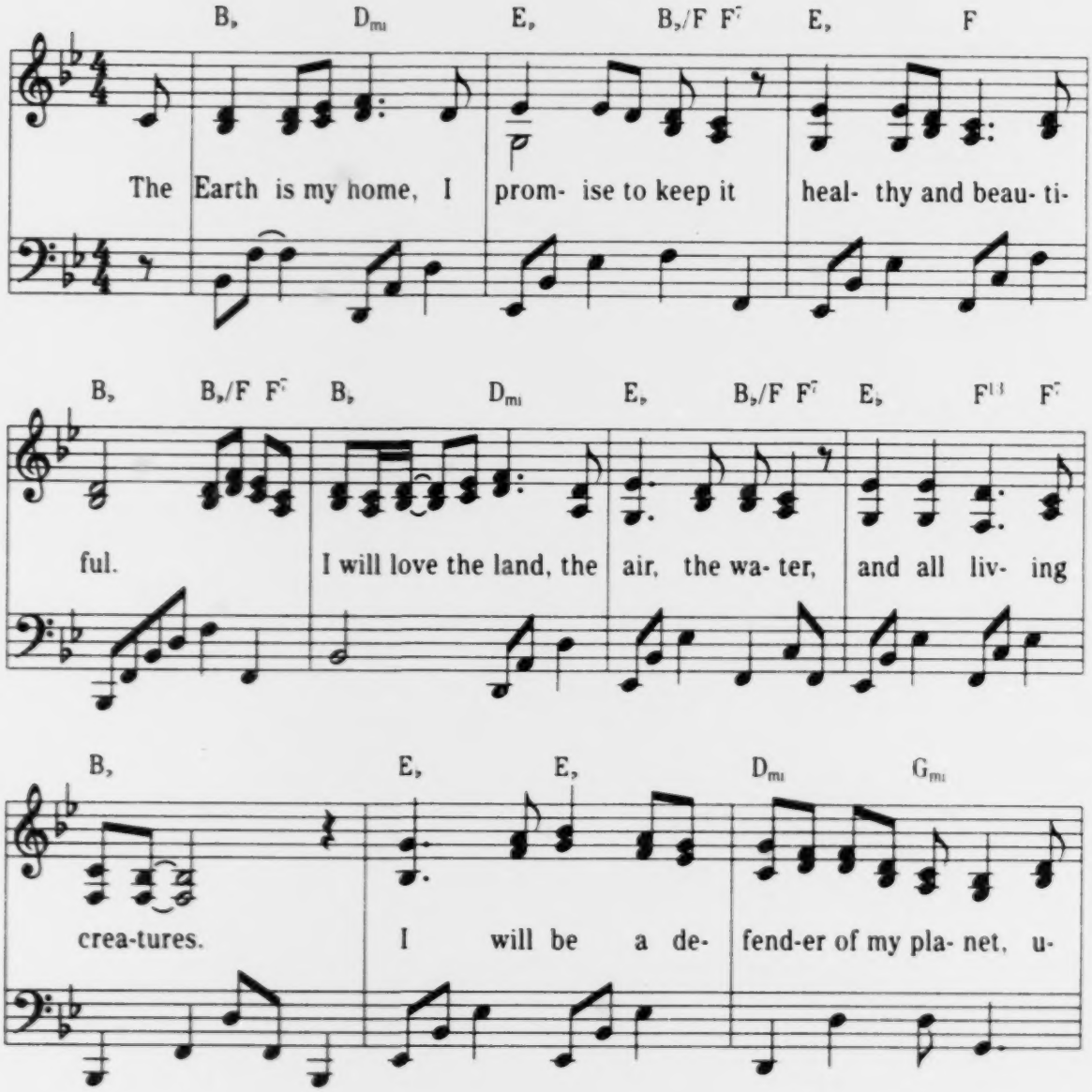
(Sung to the tune of "This Land Is Your Land" Key: G Major)



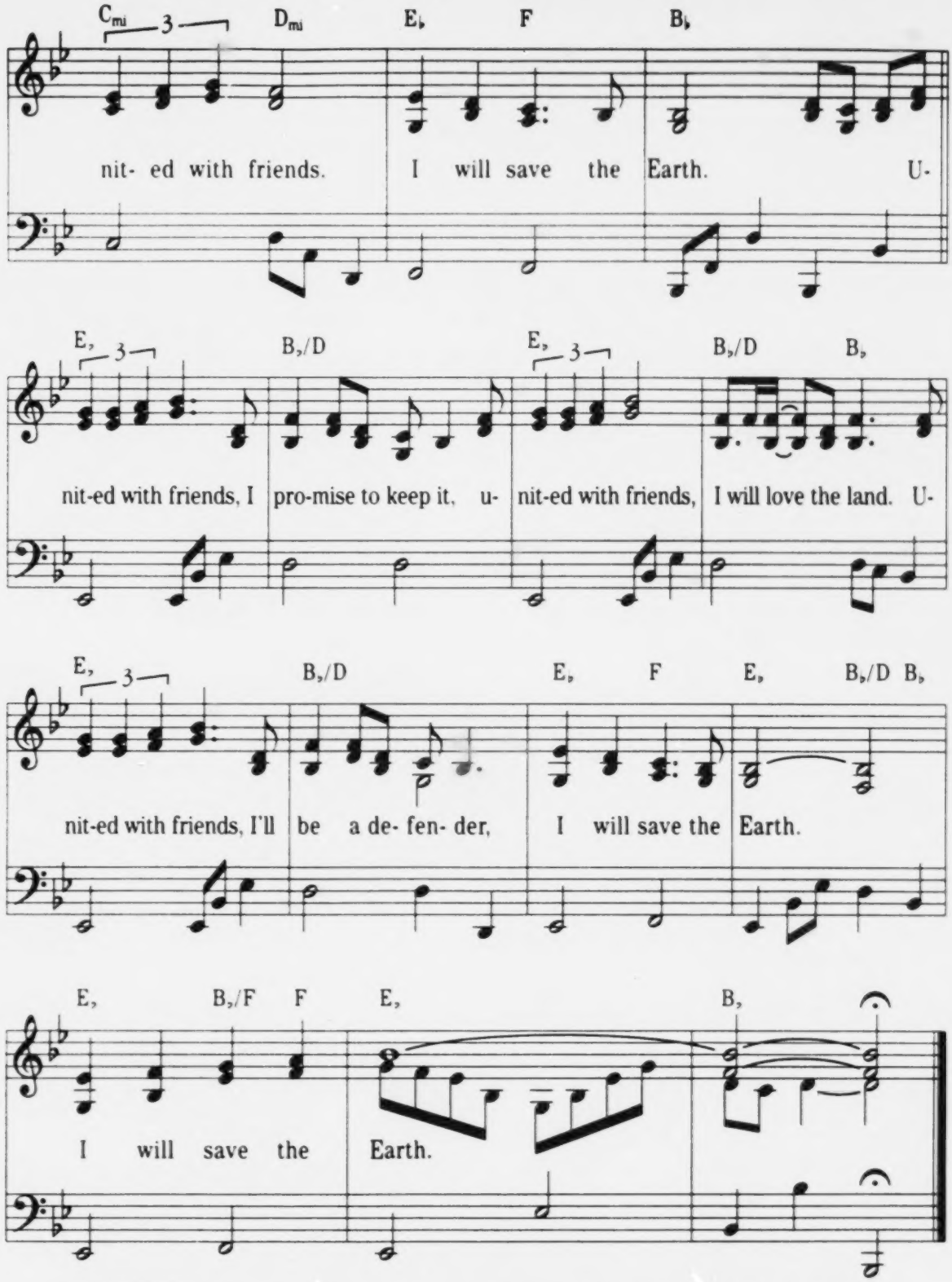
* *Lollipops*, March/April 1991 Issue 51, Carthage, IL: Good Apple, Inc.) Permission pending.

BEST COPY AVAILABLE

Kids for Saving Earth Promise Song*



* Courtesy of Kids for Saving Earth, an independent, nonprofit organization, P.O. Box 47247, Plymouth, MN 55447-0247.



MUSIC: RONNIE BROOKS LYRICS: TESSA AND WILLIAM HILL © 1990 MUSIC BY HUMMINGBIRD–GLOVER/ROBERTSON MUSIC (BMI) ALL RIGHTS RESERVED

Kids for Saving Earth Promise*

The Earth is my home.
I promise to keep it healthy and beautiful.
I will love the land, the air,
the water, and all living creatures.
I will be a defender of my planet.
United with friends, I will save the Earth.

La Promesse des Enfants de Sauver la Terre*

(French)

La Terre est ma maison.
Je promets de la maintenir belle et saine.
Je promets d'aimer le sol, l'air,
l'eau et tous les etres vivants.
Je promets de proteger ma planete.
Avec l'aide de mes amis, je sauverai la Terre.

La Promesa de los Niños para Salvar al Planeta Tierra*

(Spanish)

La Tierra es mi hogar.
Prometo mantenerla bella y saludable.
Prometo cuidar la tierra, el aire,
el agua y todas las criaturas vivientes.
Prometo defender a mi planeta.
Junto a mis amigos, salvare a la Tierra.

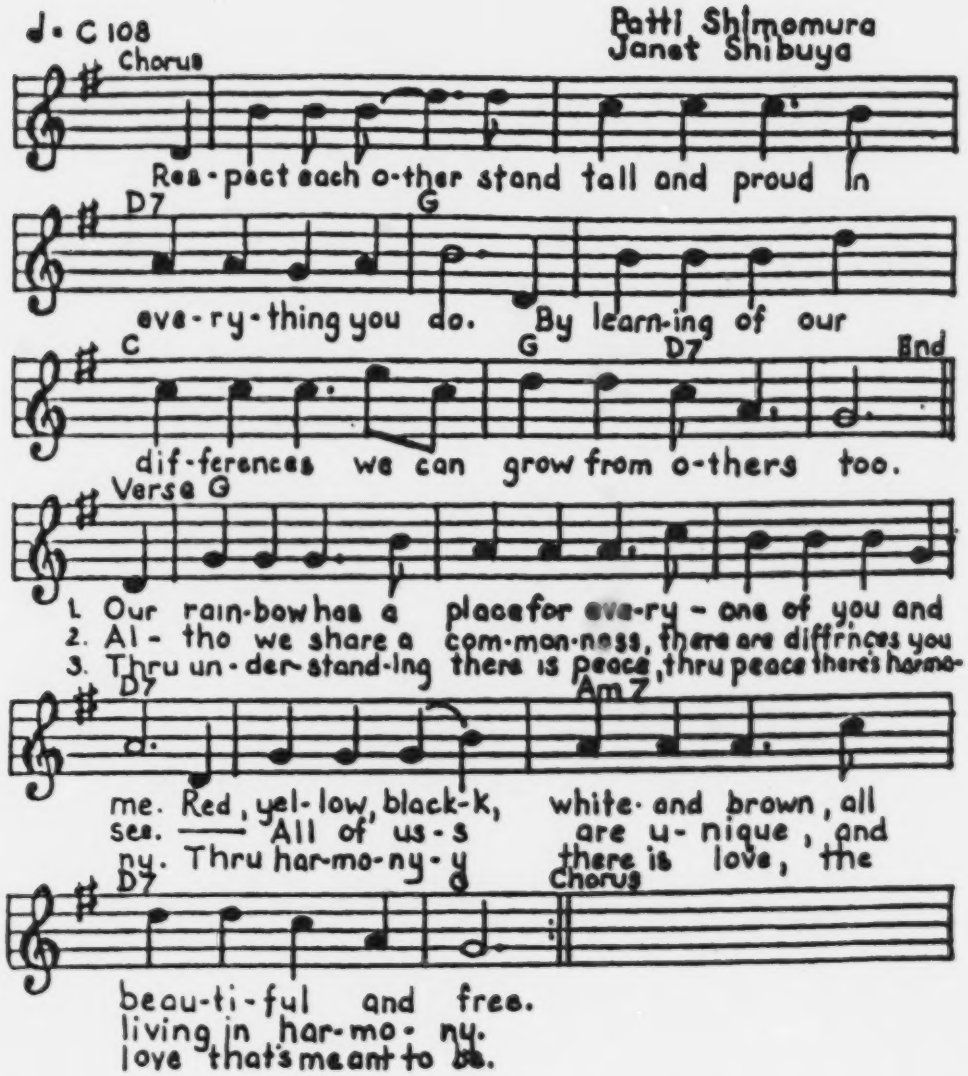
(Chinese)

孩子們挽救地球的誓言

地球是我的家，
我發誓要保護它，
使它健康又美麗。
我愛大地愛空氣，
我也愛水愛生物，
我要作地球之衛士。
與朋友們齊心協力，
我定要挽救地球！

* * Courtesy of Kids for Saving Earth, an independent, nonprofit organization, P.O. Box 47247, Plymouth, MN 55447-0247.

Rainbow Song*



* *Growing Healthy in New York City — Grade 1* (New York City Board of Education)

STARLIGHT, MOONBRIGHT

LEARNING EXPERIENCE III

Concepts:

- The sun gives us daylight.
- We can see the moon at night.
- We can see stars at night.
- Shadows are caused when the light is blocked.

Preliminary Activity:

The teacher can:

- ask the children to look out the window to observe the sunlight.
- discuss the things people can do in the daytime.
- compare/contrast with the things people do at night. (If possible, display day and night scenes.)

The children can:

- contribute to a chart listing the similarities and the differences between day and night.

DAY	NIGHT
sunshine	sleep time
shadows	owls
playing outside	play inside
sunburn	darkness
swimming	stars in sky
work	moonlight
eat breakfast	work
	eat dinner

- make night and day pictures by joining a light and dark piece of construction paper.
- work in pairs to draw a day scene and a night scene on the paper with colored chalk or crayons, or cut pictures from magazines to paste on the appropriate sides.
- use the pictures for a class display.

BEST COPY AVAILABLE

CURRICULUM AREAS: SCIENCE/LANGUAGE ARTS

Materials:

flashlights, signs reading "Earth" and "Sun"

Vocabulary:

Earth facing

Experience:

The teacher can:

- teach the poem "Where the Sun Goes" by Debby Boone.

Where the Sun Goes*

Where does the sun go at night?
Ever wonder?

The world is so big and round
that the sun just can't get to it
all at once.

So when you are getting ready for bed,
the sun is going to another part of the
world,
where someone just your age
is getting up
and eating breakfast
and getting ready for school.

The sun never stops shining.
You just can't always see it,
but it's always there.

And you know one thing for sure—
Just as your name is ...
well, whatever your name is,
the sun will be back
tomorrow
morning...

Right on time!

— *Debby Boone*

- ask children about the poem:
  - — Does the poet think the sun stops shining at night?
  - — What does the poet say happens to the sun when we can't see it?
  - — What do you think?
- tell the children they are going to find out how the sun's light causes day and night.

* *Bedtime Hugs for Little Ones* by Debby Boone (Eugene, OR: Harvest House, 1988). Permission pending.

CURRICULUM AREAS: SCIENCE/MOVEMENT

Materials:

chalk, writing materials, white sheet, projector, flashlights, colored candy wrappers

Vocabulary:

shadow trace

Experience:

The teacher can:

- ask children about their shadows:
  - — When you're out on the playground do you see something that looks like you on the ground?
  - — What is that called?
  - — What makes a shadow?
  - — Where does it come from?
  - — How do you know?
  - — What happens to it when you walk? skip? jump? wave? wrinkle your nose? smile?
  - — Is your shadow always with you? outside? inside? during the day? at night? in summer? winter?
  - — If we went outside now, would you have a shadow?
  - — Where would it be? Why? (Ask for reasons.)
- have pairs of children investigate outside class issues that were brought up in discussion, such as:
  - — Why doesn't a shadow smile?
  - — Why is Jane's shadow in front of her and Jamal's shadow behind him?
  - — Can I make my shadow turn and go the other way? (Testing this may start children wondering about the importance of the direction of sunlight.)
- tell partners to take turns tracing each other's shadows, making sure to trace around the feet (to establish where the person was standing). Each child, standing in the traced feet, explains how his or her shadow is made.

On another day, the children can:

- Play "Shadow Tag."

  A child is chosen to be "It." When "It" steps on another child's shadow, that child becomes the new "It."

- Go on shadow hunts.

  Are there shadows inside your house? in the school cafeteria? the library? What makes them? Each child can find a shadow and write or dictate a story about it, adding a drawing to show the object that made the shadow, the light source, and the place where the shadow showed up.

- Perform shadow plays:

  Hang up a white sheet and place a projector behind it. Have a few children stand between the light source and the sheet. Let the others stay on the opposite side of the sheet to see what happens. Hold up objects behind the sheet and see if the children can guess what they are from their shadows. Have a child perform an action, such as eating, waving, pretending to sew, to see if the other children can guess what the performer is doing.

- Make colored shadows.

  Bring in two flashlights and cover them with different colored cellophane such as colored candy wrappers. Hold some small objects up in front of the white paper on the way. Shine the light on the object and see what color shadow it makes.

Shadow Poems, Songs, and Fingerplays

Five All In a Row*

(This can also be done with pairs of children, one doing the motions initially and the other following exactly.)

See the five children all in a row
Hold up five fingers.
See their shadows facing just so
Hold second hand parallel to first.
The first one bends and says "How do"
Bend thumb.
And then its shadow does so too.
Bend second thumb.

The next one starts to twirl around
Twirl finger on first hand.
And so does its shadow without a sound.
Corresponding finger does same.

Whatever the first one tried to do
Fingers on first hand make different motions.
The second one said,
"I'll do the same as you."
Fingers on second hand repeat motions.

Oh Dear, Where Can My Shadow Be?*

(To the tune of "Oh, Dear, What Can the Matter Be?")

Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
When the sun's high in the sky?

It's lost, lost, lost at the foot of me,
Lost, lost, lost at the foot of me,
Oh dear, lost at the foot of me,
'Cuz the sun's high overhead.

Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
When the sun hides in the clouds?

It's gone, gone gone far away from me,
Gone, gone, gone far away from me,
Oh dear, gone far away from me,
'Cuz the sun hides in the clouds.

* Adapted from *Open the Door, Let's Explore*, Rhoda Redleaf. (St. Paul, MN: Redleaf Press, 1981). Permission pending.

Oh, Do You See My Shadow Go?*

(To the tune of "The Muffin Man")

Oh do you see my shadow go,
My shadow go, my shadow go.

Oh do you see my shadow go,
It goes along with me.

(Children walk along)

Oh do you see my shadow bend,
My shadow bend, my shadow bend.

Oh do you see my shadow bend,
It bends along with me

(Children bend)

Additional Verses *(Children perform appropriate motions)*

Oh do you see my shadow wave . . .
Oh do you see my shadow jump . . .
Oh do you see my shadow stretch . . .
Oh do you see my shadow hop . . .

Shadow Race**

Every time I've raced my shadow
When the sun was at my back,
It always ran ahead of me,
Always got the best of me.
But every time I've raced my shadow
When my face was toward the sun,
I won.

— *Shel Silverstein*

My Shadow†

I have a little shadow that
goes in and out with me,

And what can be the use of him
is more than I can see,

He is very, very like me from the
heels up to his head,

And I see him jump before me
when I jump into my bed.

— *Robert Louis Stevenson*

** *A Light in the Attic* by Shel Silverstein. (New York: Harper Collins, 1981), p. 153. Permission pending.

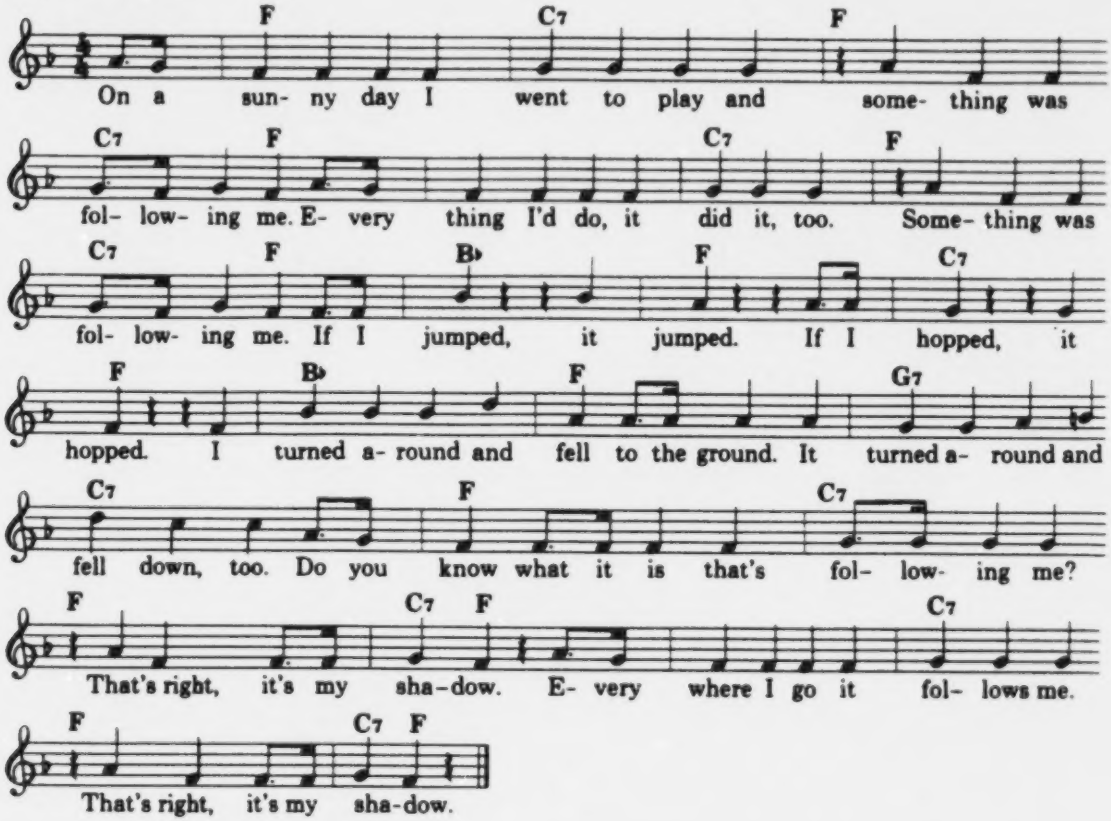
† *A Child's Garden of Verses*, Robert Louis Stevenson. (New York: Franklin Watts, 1966). Permission pending.

Something Is Following Me*

by Jackie Weissman

Choose someone to be the shadow and someone to be the person being followed.

All the children stand in a circle and sing the song. While they are singing, the two in the circle walk around and do the actions of the song. When the song says "jump," they both jump. When the song says "hop," they both hop. When the song says "turn around and fall to the ground," they both do that.



Follow-up:

Materials:

filmstrip projector or flashlight; black, brown, pink, or beige construction paper; chalk; scissors; glue; tape or thumbtacks

Vocabulary:

shadow silhouettes

The teacher can:

- make shadow silhouettes of the children.
- tape or tack a sheet of paper to the wall.
- place a lamp on the table in front of the paper. Place a chair sideways between the lamp and the paper and have a child sit in the chair looking forward.
- trace the outlines of the child's silhouette on the paper.

The children can:

- cut out and mount the silhouettes on contrasting colored construction paper.
- discuss how the shadow silhouettes were made.
- display their silhouettes around the room.

* *Something Is Following Me*, Jackie Weissman. *Instructor* Magazine, Feb., 1988. (New York: Scholastic, 1988). Permission pending.

CURRICULUM AREAS: SCIENCE/LANGUAGE ARTS

Materials:
star cut-outs of yellow construction paper, shoebox, scissors, black construction paper (the size of the shoebox top), plastic needle, black paint, flashlight

Vocabulary:
constellation star wish

Experience:
The teacher can:

- teach a poem:

  Starlight, star bright
  First star I see tonight
  I wish I may, I wish I might
  Have the wish I wish tonight.

- discuss wishes with children.
- ask the children:
  — Have you ever seen a star?
  — What do stars look like?
  — When can we see stars?
  — Did you ever wish on a star?
  — What did you wish?
  — Did your wish come true?

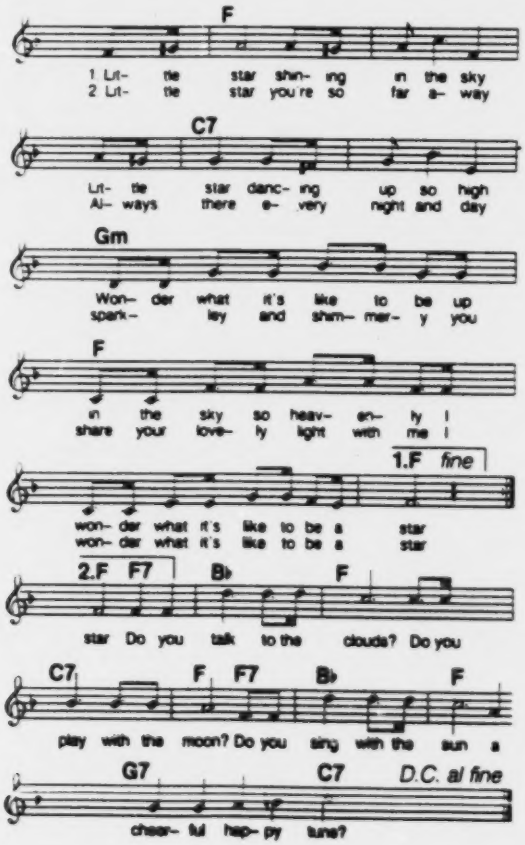
CULMINATING PROJECT

The children can:

- plan a trip to the Hayden Planetarium to view "Wonderful Sky." Allow ample time to make reservations.
- learn the song "Wonder What It's Like to be a Star," by Jackie Weissman.
- make their own books shaped like stars, the moon, or the sun.
- choose a story starter or title for their books, such as
  — If I Were the Sun.
  — If I Were the Moon.
  — If I Were a Star.

Wonder What It's Like to Be A Star*

Words and Music by "Miss Jackie" Weissman



* "Wonder What It's Like to Be A Star," Jackie Weissman, *Instructor*, April 1988. (New York: Scholastic). Permission pending.

Additional Suggested Themes/Topics

All About Me
- Physical and Emotional Self
- Heritage
- Friends
- Understanding Oneself and Others
- Building Self-Esteem
- Minimizing Conflicts
- Citizenship Rules, Values, and Responsibilities
- Expressing Oneself Orally, In Writing, and With Materials

The Community
- People
- School
- Neighborhood
- Shelter: Houses and Homes
- Businesses
- City Services: Fire/Police Stations, Health Services/Hospitals
- Cultural Places and Events in New York City: Museums, Theaters, Libraries, Street Fairs
- Parks
- Bridges
- Transportation: Travel By Land, Water, Air, and Space
- Signs, Symbols, and Signals In Our Community

Cultural Events and Traditions
- Chinese New Year
- Kwanza
- Native American Pow Wows
- Puerto Rican Discovery Day
- St. Patrick's Day
- Heritage Celebrations
- Music
- Poems, Chants, Rhymes
- Folktales, Fables
- Art
- Stories From Around the World
- Cooking: Sharing Shopping, Meal Planning, and Budgeting

The World of Work
- Careers
- Essential Skills
- Responsibilities: Chores and Allowances
- Attitudes and Feelings

Making News
- Class and School News
- Current/Cultural Events

Staying Healthy
- Dental Care
- Nutrition
- Safety
- Exercise
- Height/Weight

The Environment
- Seeds, Plants, Gardens, Rocks
- Conservation
- Pollution
- Ecology
- Earth Day
- Seasons: Weather, Natural Changes
- Water, Air, Sun, Stars, Land
- Animals: Pets, Zoo Animals, Farm Animals, Dinosaurs
- Rivers, Bays, Oceans: Marine Life, Aquariums
- Geography: Map Making

APPENDICES: RESOURCE INFORMATION FOR TEACHERS AND PARENTS

APPENDIX A: SOCIETAL CONCERNS

OVERVIEW

Children in the 1990s face a changing world. Pervasive societal concerns, like bias-related violence, substance abuse, child abuse, homelessness, unemployment, racism, and health-related problems (including HIV/AIDS), have major effects on young children's development.

Any or all of these factors may influence children's developing perception of reality and progression through the hierarchy of human needs, as outlined by Abraham Maslow and depicted below:

Maslow's Hierarchy of Human Needs*

Conditions may vary, but human needs remain constant. All people need to develop mechanisms that allow them to move to higher levels in the hierarchy of needs. Parents and teachers can help young children move to higher levels by helping them make sense of the world around them, no matter how inconsistent or troubling that world may seem at times.

Because each child is unique, the rate of each child's development varies from individual to individual. It is important to provide children with experiences appropriate to their individual needs, interests, and level of development. Certain experiences and activities that for a child have an almost magical quality at one stage of development may be boring at another stage.

Teachers of primary age children must always be cognizant of the "whole child." All areas of development are important: physical, social, emotional, and intellectual. Children are more likely to succeed in school when the school provides opportunities for them to develop concepts from first-hand experiences, make friends, develop self-esteem, and acquire knowledge.

* *Early Childhood Education Today*, Fifth Edition, George S. Morrison, Macmillan, New York: 1991

ALCOHOL, DRUG, AND SUBSTANCE ABUSE*

To meet the diverse needs of the children and to enlighten rather than frighten them, the teacher may initially present whole-group instruction directly related to Learning Experience IV: My Face and My Body, in the theme "Families." (See *Chapter* 5.) The learning centers can be used for individual or small-group instruction and for activities that reinforce the theme while integrating all the curriculum areas. The performance objectives of the lesson include:

- identification of *healthy foods*.
- identification of *dangerous substances* that should not get into the body.
- identification of *unknown substances* as potentially dangerous.
- identification of *trusted adults* who can be asked whenever there is doubt regarding a substance.

Healthy Foods

Ongoing lessons about healthy foods can be incorporated into the first grade program. The teacher may:

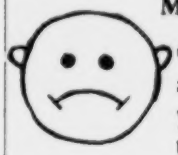
- show pictures or empty containers of suggested nutritious foods that the children can be asked to identify.
- use lunch time to foster discussion of healthy foods.

Dangerous Substances

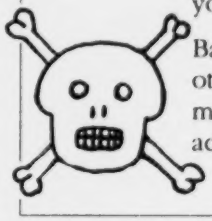
Many of the children may have already been warned by trusted adults to stay away from the dangerous substances that are used for household cleaning. The teacher uses pictures or empty bleach, cleanser, or detergent containers to emphasize that these are dangerous substances when they get inside the body. The children learn to interpret danger signs that warn, "Poison, Keep Away!"

In addition, they learn two rules regarding medicine:

Medicine Is...



Good for the body when a trusted adult gives it to you. The doctor tells the trusted adult when to give you the medicine and how much medicine you need.



Bad for the body at all other times. Never take medicine unless a trusted adult gives it to you.

It is important for children to be able to distinguish between medicines and illegal drugs so that they won't resist taking medicines but will resist accepting harmful drugs.

Unknown Substances

Once the children are able to distinguish both healthful foods and dangerous substances, the teacher introduces *unknown substances*, which may or may not be dangerous for the body.

Springboard questions are asked:

— How many of you have younger brothers and sisters at home?
— What are some of the things you do to keep them safe?
— We talked about eating things that are good for your bodies. Do babies and toddlers know what is good for them to eat?

* Adapted from *Growing Healthy in New York City: Kindergarten*. N.Y.C. Academy of Medicine, N.Y.C. Bd. of Ed., National Center for Health Education

The teacher may follow these questions with comments and questions like these:

- Babies and toddlers need trusted adults to teach them what is good and bad for their bodies. Sometimes even boys and girls in first grade may not be sure if something is good for their bodies. When you do not know what something is, or are not sure, it is an *unknown substance*.
- *Ask a trusted adult about all unknown substances.*

Trusted Adults

Continuing discussions will extend understandings:

- Trusted adults may include your parents, caregivers, teachers and the other familiar adults whom you know and trust.
- Trusted adults are concerned about keeping you from harm.
- A trusted adult never asks you to keep a secret about anything that has been done to hurt you or anything that makes you feel uncomfortable.
- Who are the trusted adults that you know? How do you know they can be trusted?

Individualized or Small-Group Activities

- If children make a reference to marijuana, cocaine, crack, or other drugs, explain that people who buy and use drugs are putting themselves in danger... *All drugs, unless used as directed by a doctor, are dangerous.*
- Discuss how medicine can help make people well and healthy (example: aspirin reduces swelling and pain; cough syrup calms a cough). Explain that medicines are accompanied by directions on how much to take and when to use them (too much medicine or the wrong medicine can make people sick).

A Commitment...

The Board of Education of the City of New York recognizes the critical situation facing our society due to the magnitude of substance abuse. The consequences of drug and alcohol abuse have affected the very fabric of our children's lives, as well as that of their families and our communities. It is therefore a vital responsibility of the school system to provide a city-wide program of substance abuse education, including prevention, and intervention services to help all children realize their full potential. This effort must be a collaborative one utilizing the skills and resources of the entire school system with outreach to parents and the community.*

The real difference in the drug epidemic will be made by each individual and by educators in particular. How educators respond to other people's drug use, the attitudes they express, and the example they set may have the power to influence others. The teacher, as a drug-free person who does not escape reality but works to make it better, makes a powerful statement to society.**

YOUNG CHILDREN PRENATALLY EXPOSED TO DRUGS/ALCOHOL

Characteristics of Children Prenatally Exposed to Drugs/Alcohol

There is no "typical profile" of a drug-exposed child, so each child must be educated as an individual. Because the effects of prenatal drug/alcohol use on children are varied, the continuum of impairment can range from minimal symptomology to severe impairment in all areas of the child's development. Characteristic behaviors include a heightened response to internal and external stimuli, irritability, agitation, tremors, hyperactivity, speech and

* Chancellor's Memorandum No. 22, 1988-1989

** *Cocaine And Crack - What You Need to Know.* A. M. Washton and D. Boundy. Hillside, NY: 1989. Eslow Publishing Inc.

language delays, poor task organization and processing difficulties, problems related to attachment and separation, poor social and play skills, and motor development delays.

While organic deficits caused by prenatal exposure to drugs (PED) cannot always be remedied, and while immunity against adverse child-rearing conditions cannot always be created, high-quality child/family intervention services can significantly improve a child's self-esteem, self-control, and ability to solve problems in the real world.

Philosophy of the PED Program

Children prenatally exposed to drugs/alcohol are particularly vulnerable to many kinds of stress that affect daily living. The extremes observed in a child's behavior, from passivity to hyperactivity, apathy to aggression, indiscriminate trust to extreme fear and suspicion, must be understood in the context of each child's experience.

Research has shown that the progress of a child at risk is more favorable when the child is placed in a predictable, secure, and stable environment where he or she can form attatchments with nuturing, caring adults. Early positive, responsive care is crucial for the child's emotional and cognitive well-being. Establishing a strong bond with each child through understanding and acceptance is a teacher's major priority. Only in the context of a strong attachment will a child's true potential be realized.

Recognizing Family Structures

It is essential that teachers and other staff members build the kind of home-school partnerships that support each child's growth and development. Positive interactions with families are extremely important for promoting mutual respect and acceptance. For this to occur, teachers must be aware of the changing concepts of family in today's society.

Families can be defined as two or more people who share responsibility, care and love. Families may include a single parent, grandparents, foster parents, same gender parents, teenage parents, adoptive parents, step-parents; some families are extended, that is they include near relatives. By treating all families with attention, courtesy, and respect, the teacher models accepting behaviors for the children and helps develop an expanded vision of the human experience.

It is important to remember that some parents, children, or caregivers may be reluctant to offer information about their families. For instance, a grandmother might not want to indicate that she is the child's primary caregiver; others might not want to be identified as foster parents.

It is useful for teachers to have a general understanding of children's home lives, as some class activities may have to be adapted to fit certain family situations.

For example, a child whose parent has recently died, is incarcerated, is an alcohol or substance abuser, or has left the home may become distraught when the class discusses family events. Knowledge of these situations helps the teacher to deal with such issues in a sensitive manner.

It is important for teachers and administrators to come together to discuss and examine their own attitudes and beliefs about the concept of family. Through these ongoing discussions, staff becomes more sensitive to the needs and concerns of families and children and finds better ways of providing for them.

Many of the best approaches to expanding understandings among first graders occur during informal opportunities that arise during the course of a normal day. For example, class libraries stocked with age-appropriate materials allow children to select and discuss books that deal with topics of interest and concern, such as:

- birth of a new baby
- adoption of a child
- death of a family member or pet
- divorce

Ongoing discussions that occur after reading such books provide opportunities to deal with a variety of issues in a thoughtful way. This approach strengthens children's own feelings of identity while helping them to understand the feelings of others.

THE LATCHKEY PROGRAM

Contrary to common perceptions, the Latchkey program is not about feeding children. The concept of Latchkey came about when it was discovered that many school-age children were going home to empty apartments. Single-parent families, working parents, and parents currently enrolled in school were giving their youngsters keys and, until they arrived from work or school, allowing the youngsters to supervise themselves. The dangers in leaving children unsupervised are clearly evidenced every day in the media, where stories appear about what happens to children who are left to take care of themselves.

Therefore, approximately seven years ago, Latchkey was instituted to provide a safe setting for children until their parents returned home. It was conceived as a safe haven where children could go to do their homework, participate in activities, and work with other children.

Latchkey hours are usually from 3:00 p.m. until 6:00 p.m. and the ratio of children to licensed teacher can be as high as 50:1. Paraprofessionals, aides, and student teachers make up the rest of the adult supervision.

During the three hours Latchkey programs can do the following:

- **Homework.** A time is usually set aside every day for the children to do their homework. With the help of a teacher, they may ask questions and receive information they may need to complete an assignment.
- **Story Hour.** Depending on the school, certain days are dedicated to reading of the classics.
- **The Arts.** Teachers with artistic inclinations may form "specialty" classes where dramas are enacted, dance or crafts are taught, or glee clubs perform.
- **Sports.** Again, depending on the school, sports are played and different types of team games are taught.
- **Snack.** Every child participating in the Latchkey program is provided with a free meal.

The Role of the Classroom Teacher

If at all possible, classroom teachers should, early on, identify those children who are participating in the Latchkey program. After identifying the children, contact should be made with the Latchkey teacher for ongoing articulation. Although Latchkey is not supposed to be an academic program, communication among staff concerning students is of the utmost importance.

The Latchkey teacher sees and speaks to parents more frequently than other teachers. Very often, working parents and parents in school do not have the time to visit during Parent-Teacher Conference Day. As a result, Latchkey is one way of ensuring communication between the classroom and the home.

When the classroom teachers assign homework, they should keep in mind where children in the Latchkey program will complete this homework (usually in a large room, auditorium, or lunchroom where the noise level is high). A variety of books and materials (preferably in a bag or box) can be given to the child to hold special items such as crayons, drawing paper, ruler, books, and games.

The Latchkey Teacher

The Latchkey teacher has the unique role of seeing children after regular school hours. Although some school rules do apply, Latchkey is much more relaxed than the regular school day. Children are usually allowed to "visit" with other groups of children, thereby giving the Latchkey teacher the opportunity to observe children interacting and making choices in a casual though structured environment. This is an opportunity that is rare for the classroom teacher, who is usually on a schedule. Articulation between the Latchkey teacher and the classroom teacher is essential. Along with parents, they are in a position to discuss children's progress and to suggest continued learning.

Children Who Are Homeless and/or Living in Shelters

Families with young children are the fastest growing segment of homeless Americans. For many, the basic human need for safe and stable housing has become an unattainable luxury. The dramatic rise in homelessness has been directly linked to the drastic drop in the number of affordable dwellings available to poor and low-income families.

The daily realities of the homeless may include living in:

- temporary housing
- in a car
- on the street
- in a shelter

Moving is a way of life for homeless families. Most shelters do not allow residents to stay longer than 30 days. Others may provide shelter only at night, forcing people to leave during the day. The traditional sense of being rooted in a group or culture is often diminished by the lack of extended family support and by the virtual loss of personal belongings, despite the efforts of families to provide love and belonging.

Homelessness itself is very stressful for adult family providers, as are the conditions leading to the loss of a home, such as job lay-offs, eviction, or marital problems.

The denial of an education for homeless children is an additional crucial problem that is faced by many homeless families. For school-age children, just arriving at the school regularly is difficult for the following reasons:

- lack of transportation
- missing documentation (birth certificates, proof of permanent residence, immunization and health records, proof of previous school attendance)
- embarrassment about being homeless or fear of being teased by the other children.

The toll that homelessness takes on children is devastating. Classroom teachers, through their own sensitivity to individual needs and with additional information provided by school support services, are aware of the special difficulties faced by children in such situations. Realistic expectations enable the teacher to address the needs and concerns of these youngsters in an appropriate manner.

Because...	The Teacher...
homeless toddlers often are delayed in learning to walk due to the lack of safe places for exploration...	provides many informal opportunities for physical activity, such as indoor/outdoor play, music and rhythms, neighborhood walks.
very young children often react to the stress of homelessness by regressing back to diapers, bed wetting, thumb sucking, and sometimes losing vocabulary...	responds in a calm, accepting manner without allowing such situations to embarrass the child or affect the flow of classroom activity. Appropriate support and assistance routines are pre-arranged with other school/classroom personnel, such as the classroom paraprofessional or parent volunteer.
children who are homeless have no place to call their own, few personal belongings, and no intellectual supports such as books, games, or crayons...	makes sure that each child has a personal storage place, such as a cubby, bin, or box, identified with the child's name and own decorations. Classroom materials, such as books, writing paper, and crayons, may be sent home on a "Lending Library" basis, without singling out the child in a way that attracts unusual attention. The teacher will have reasonable expectations regarding the return of these materials where specific, difficult situations exist.

BEST COPY AVAILABLE

Because...	The Teacher...
any friends that are made are continually left behind by children who are homeless...	sees that the child is included by others in classroom activities and respected as an individual with special skills and attributes. The teacher models "accepting" behaviors, through comments such as: "We're happy you came to our class, Peter. You always help us with your good ideas." A carefully chosen "buddy" can be an extremely helpful strategy for such children, as well as assignment to a special job, like feeding the hamster.

A Commitment...

To support school and district efforts in enabling this targeted population to receive appropriate services, the New York City Board of Education has established the Office of Students in Temporary Housing. Teachers and other concerned individuals are urged to call this office at (718) 935-4050 for further information.

PREVENTING CHILD ABUSE

All children need healthy, loving relationships. They need to be able to identify trusted adults and depend upon them for their physical and emotional needs. Children also need to develop positive feelings about themselves and their bodies. This does not always happen. The mistreatment of children has become an important concern for those who teach and nurture the young.

The first grade teacher has many opportunities to observe children in the classroom and note any signs of neglect or of physical and emotional abuse. When prompt and appropriate action is taken by the school, the potential for continued harm to the child may be curtailed.

The following are some indicators of possible child abuse and neglect:

- unexplained bruises, welts, burns, or fractures
- lacerations or abrasions occurring over a long period of time
- persistent hunger
- poor hygiene
- inappropriate clothing
- nodding or falling asleep
- rocking back and forth
- difficulty in sitting or walking
- consistent absences or lateness in arriving to school
- radical changes in behavior
- avoidance of adults
- refusal to use the toilet
- inappropriate sexual awareness or knowledge
- cowering or ducking when an adult raises a hand.

If signs of possible abuse are observed, the teacher should encourage the child to discuss these concerns privately. The teacher avoids leading questions, listens carefully and speaks in a positive, non-threatening manner. It is important to help the child understand that it is *not* the child, but the abusive adult who is at fault.

When the teacher has reasonable cause to suspect that the child is abused or neglected, the reporting procedures established in the law and in Chancellor's Regulation A-750 must be followed.

Lessons can be planned to teach children protective behaviors and appreciation of their growing bodies. The teacher should always approach the topic of abuse with sensitivity and concern.

At appropriate times, the teacher may talk to individuals or small groups of children to develop understandings about good and bad feelings related to touching.

- What do you like to do with your body? (run, jump, dance, walk)
- Do you like to hold hands with some people?
- Do you like to hug some people?
- Do you like some people to hug you?
- Do you like to sit on some people's laps?
- How does it feel? (warm, good, close, happy)

The discussion can be continued:

- What are some other times when touching feels good?
- Are there times when touching does not feel good? (hitting, biting, punching, pulling hair, spanking)
- Is touching good if someone hugs you when you don't want to be hugged?
- How does it make you feel? (uncomfortable, angry, scared)
- What can you do about it? (Say, "Don't hug me. I don't want you to.")
- What if you tell someone not to touch you and the person does it anyway? What can you do?
- What if someone holds you too tight? (Say, "I don't like it!")

As children respond to the questions, rules can be developed:

- Stay with the person taking care of you.
- Never go places alone.

- Never talk to people you do not know well.
- Never go anywhere with a stranger.
- Never take candy, toys, or money from strangers.
- Never take *anything* from a stranger.

These rules might be shared with parents at group meetings.

At a class meeting time, the teacher might show a picture of a child who looks sad and alone.

- Where is this child?
- Who is taking care of this child?
- What should the child do?

The teacher and children can develop understandings about being lost. They might talk about what to do and how to find people who can help a lost child.

Whom do you ask for help if:

- you get lost at the swimming pool or beach? (lifeguard)
- you get lost in a store or restaurant? (a person who works there)
- you get lost in the neighborhood? (a police officer or a store worker)

The teacher should take cues from the children and plan additional discussions to help youngsters develop understandings about themselves and the adults in their lives.

During interest area times, the teacher can discuss with a small group of children various situations:

What happens when:

- your friend gives you a hug goodbye? ("I smile; like the feeling; hug back.")
- your brother pulls your hair? ("I say, 'Don't pull my hair. I don't like it.'")
- your friend takes your hand? ("I hold my friend's hand.")

Sharing Concern

The subject of child neglect and abuse may be presented to parents informally during individual conferences or group meetings. Experts can be invited to school to discuss discipline, child care, and health needs. Appropriate booklets and related materials may be distributed to parents and caregivers.

Trade books can be recommended for parents to read at home in order to help their children follow practices that will keep them safe and healthy.

Children cannot be held responsible for their own self-protection. They are vulnerable to abusive adults. Teachers must help children help themselves to the extent to which they are able. Research shows that saying "No" is often sufficient to prevent abuse.

Making children aware of common dangers, helping them to be cautious and involving parents in protecting their youngsters are important tasks of the teacher.

The Commitment...

On a yearly basis a memorandum is issued by the Chancellor, renewing the commitment of all schools to the safety, health, and welfare of the children in their care. In addition, the Chancellor urges increased awareness of educators' responsibilities and legal mandates in this area.

Administrators are directed to be sure that all personnel understand and adhere fully to the Chancellor's Regulation A-750, regarding Reports of Suspected Child Abuse and Maltreatment. Included are the following stipulations:

- Staff members who have reasonable cause to suspect that a child is abused, maltreated, or neglected, shall notify the principal or designee immediately.
- The principal has the primary responsibility to report suspected cases of child abuse and must immediately telephone the New York State Central Register for Child Abuse and Maltreatment at 1-800-635-1522.
- Each District Superintendent shall have a child abuse intervention and prevention plan including a child abuse prevention team and a liaison.

- All interviews by Child Protective Services with allegedly abused, maltreated, and/or neglected children or their siblings on school premises should take place in the presence of an appropriate school staff member.

Further information may be obtained by referring directly to the Chancellor's Memorandum of December 8, 1995.

APPENDIX B:
CURRICULUM FRAMEWORKS:
KNOWLEDGE, SKILLS, AND ABILITIES
PRE-K – GRADE 2

Curriculum Frameworks:

KNOWLEDGE, SKILLS, AND ABILITIES

Constructing a Common Body of Knowledge

Board of Education of the City of New York

Preface

The New York City Curriculum Frameworks are expectations of knowledge, skills, abilities, and understandings for all students throughout the school system, for all subjects and grades (PreK-12).

Since the Frameworks are for all students, this common core of expectations will help to ensure that all instructional programs are moving toward the same ends. While these Frameworks are neither a curriculum nor a course of study, they do provide a supportive structure for districts and schools to use in developing such curricula and related materials.

Similarly, it is the responsibility of districts and schools to make local decisions about ways to organize curriculum, determine teaching methodologies, select materials, and conduct professional development activities. All grades and subjects of the Frameworks are being provided to every teacher and supervisor, so that they can look at a subject area over a series of grades, as well as look at connections among subject areas within a particular grade.

The 1994-1995 school year was an opportunity for teachers and supervisors to review existing curricula in light of the Field Test Edition of the Frameworks to ensure they are designed to help students achieve the delineated expectations. A review of the Frameworks enabled us to identify areas in the Frameworks that needed to be revised. The "Official Edition," released for the 1995-1996 school year, reflects the suggestions and experiences of literally thousands of people.

The New York City Curriculum Frameworks offers us a unique opportunity to examine our beliefs and practices about teaching and learning. With your assistance and support, it can be used as an effective tool in providing the students of the New York City schools with the knowledge, skills, and abilities they will need to be productive members of society in the twenty-first century.

Rationale

The challenges that today's students will face upon their commencement are likely to be far different from those their parents encountered. Life in the twenty-first century will certainly demand a more rigorous application of knowledge, skills, and abilities than is required in the 1990s, just as the nineteenth century model upon which most of our public schools are still based is proving inadequate to our present needs.

We must, if we are to give all our children a legacy of success for the future, prepare them to live and prosper in a world we can only imagine. We must synthesize the very best of what we have learned about education in the past and what is working successfully in the present with what we can reasonably project into the future.

The New York State Education Department's *A New Compact for Learning* encourages flexibility and authority at the local level, with commensurate responsibility and accountability. One of its major goals is to involve the stakeholders—parents and caregivers, teachers, supervisors, and, where appropriate, students—in the decision-making process. In the areas of teaching and learning, the Compact proposes bold transformations of our educational system through learning-centered schools, each with a learning-centered curriculum. This is a significant change from teacher-centered or even student-centered systems to a paradigm in which teachers *and* students are acknowledged learners, and join with parents and caregivers and administrators to respond to the basic question: *What should students educated in New York's schools in the twenty-first century know and be able to do as a result of their education?* The focus on the results of learning has profound implications for the design of curriculum and assessment in New York State and, equally, for the development of New York City's educational goals and guidelines.

The purpose of the New York City Curriculum Frameworks is to establish student expectations that will set high standards for the school system. Toward this end, New York City supports the National Goals for American Education. (See Appendix A).

A Vision for the Twenty-first Century

The achievement of the national goals for education depends on a vision of what the adults of tomorrow can become. A vision is a desired future. What skills and knowledge do we want the graduates of the New York City public schools in the twenty-first century to possess? The answers to this question articulate the vision that will guide public education's efforts as we move into the twenty-first century. If our graduates' education has been effective, meaningful, and lasting, it will prepare them to succeed in a world of increased diversity, technological change, and global economic interdependence.

These adults of the future will not only possess awareness, knowledge, and appreciation of cultural diversity, but will live and work together with greater understanding and respect for each other.

In an era of rapid technological change, they will understand and appreciate the role technology plays in society, using it effectively and integrating it into jobs and careers; they will choose appropriate technologies to accomplish tasks, obtain information, and solve problems.

They will be life-long learners who possess the cognitive, technical, problem solving, organizational, and interpersonal knowledge and skills necessary to succeed. In other words, they will know how to learn in order to prepare for jobs that do not yet exist.

In summary, these graduates will participate fully as informed, responsible citizens in a democratic society, making decisions about issues confronting themselves, their society, and an increasingly interdependent world.

What Is A Curriculum Framework?

A curriculum framework is a supportive structure ***to guide the development of curricula, courses of study, units, lessons, and assessment instruments.*** Just as the owners of a building may add to or adapt its framework to meet their needs, educators may design a curriculum, including units and lessons, that is appropriate for their students. Such curricula consists of strategies of teaching and learning, instructional methods and materials, and a professional development program. From the curriculum will result the actual practices and effects of classroom instruction.

The New York City Curriculum Frameworks establish a set of expectations for all students while providing the flexibility for each district and school to employ a wide range of teaching strategies to develop unique courses of study, teaching practices, and materials selection. These expectations identify, for grades Pre-K—12, the specific knowledge, skills, and abilities that youngsters must master if they are to be prepared, effective citizens in the twenty-first century.

The New York City Curriculum Frameworks are based upon the New York State Education Department's commencement standards. The Curriculum Framework for each subject area includes a vision statement, an introduction, sets of instructional expectations for students, and example objectives and activities. Each subject area framework is arranged by grade, except for Grades Pre-K—2, which are represented by one set of student expectations to reflect what is developmentally appropriate for children at this age.

While the New York City Curriculum Frameworks are arranged by subject area to reflect the organization of the State Education Department Curriculum Frameworks, districts and schools are encouraged to link student expectations across subject areas, where appropriate. Such linkages may include local development of multidisciplinary and interdisciplinary themes.

The New York City Curriculum Frameworks set forth what the Board of Education of the City of New York expects all students to know, to understand, and be able to do. These broad learning goals, however, are not designed to serve as curricula nor courses of study. Rather, they provide a common core of expectations and a supportive structure for all districts and schools to use as they develop curricula and instructional materials.

Districts and schools are in the best position to make decisions regarding the detailed development and organization of curricula that are consistent with the expectations of the Frameworks, to determine relevant teaching methodologies, to select materials, and to stimulate professional staff development. Curricula developed in a school or district

will carry the imprint of the local educational community and simultaneously serve as a vehicle for achieving citywide expectations.

Some districts and schools may have to develop new curricula in order for them to provide each of their students with the opportunity to acquire the knowledge and skills embodied in the Frameworks' expectations. Others may already have developed and adopted curricula in the subject areas included in the Curriculum Frameworks. Such districts and schools will need to review their curricula to ensure that they serve as effective means toward the realization of the Frameworks' expectations. Some reorientation of content and methods may be in order to better align curricula to serve the broad learning expectations herein proposed.

The Frameworks' learning expectations must be translated into learning objectives and teaching activities if expectations are to be realized in the academic achievement of students. This task demands the participation of every teacher and supervisor in the schools. To offer guidance to the professional staff of the districts and schools of New York City, the Curriculum Frameworks Steering Committee and Working Groups have provided examples of objectives and teaching activities for expectations in every content area and grade level.

These are provided to serve as catalysts to the imagination of teachers and administrators charged with the task of transposing learning expectations into classroom instruction.

The activity of determining objectives and activities consistent with Framework expectations can be undertaken at the district or school level. The first step, in either case, must be to ensure broad participation of teachers and administrators. If the subject is mathematics, for example, mathematics specialists on the working team should be joined by teachers from a number of grades, special needs and bilingual staff, and staff with strengths and/or specializations in fields other than mathematics (e.g., communications arts, the arts, social studies).

Translating expectations into instruction will require a number of steps:

Step I: Assemble subject area team (broad-based, teachers and administrators).

Step II: Review district's or school's existing curricula for consistency with Frameworks (can the current themes/activities serve as vehicles for realizing the expectations for that grade/subject?).

Step III: Review existing curricula/frameworks/guides/documents (e.g., State of New York, NYC Board of Education, national commissions on standards for mathematics, sciences, geography, civics, history, arts, etc.) for possible adaptation into district and/or school instructional program.

Step IV: a) Adapt existing curricula to ensure consistency with Frameworks expectations, and/or

b) Develop new curricula to serve as a vehicle for the realization of expectations (the curriculum needs to include both a *course of study*—a sequenced statement by years or grades of the subject matter and skills to be taught—and a *syllabus*—a detailed statement of the course of study by year or grade that lists objectives and suggestions to teachers about methods of instruction, activities and materials.)

Step V: Develop learning objectives related to the Frameworks' expectations (review by classroom teachers, feedback, and revision).

Step VI: Devise teaching activities that will enable students to achieve a learning objective (review by classroom teachers, feedback, and revision).

Step VII: Design appropriate assessments to determine if students achieve learning objectives (review by classroom teachers, feedback, and revision).

Step VIII: (optional, for those districts/schools interested in promoting interdisciplinary learning) Explore activities that serve learning objectives taken from more than one subject area (e.g., mathematics, social studies and graphic arts) and that reinforce/extend one another.

It is a continuous task to set learning goals, write curriculum, translate curriculum into classroom instruction, and devise assessments to measure subsequent student learning. It is the hope of the Curriculum Frameworks Steering Committee and Working Groups that the revised Curriculum Frameworks will contribute to improving this process, and to raising standards of learning for all our students.

See following chart: "Translating Frameworks Expectations Into Instructional Activities"

Translating Frameworks Expectations into Instructional Activities

(by subject area and grade)

Assemble Subject Area Team

↓

Review Current District/School Curriculum & Available City/State/National Curricula

↓

As necessary, revise existing curriculum or adopt/adapt new curriculum consistent with Frameworks' expectations

↓

Develop learning objectives; class teachers review, feedback & revise

↓

Devise teaching activities; class teachers review, feedback & revise

↓

Design assessment to measure achievement of objectives; class teachers review, feedback & revise

Principles of the New York City Curriculum Frameworks

As vehicles by which New York City's goals for education may be reached, these frameworks embody certain key principles:

- ***All children are capable of learning and contributing to society.*** No child should be permitted to fail. (*A New Compact for Learning*)
- ***Parents and caregivers are the children's first teachers.*** We must thus work with parents and caregivers as partners in the teaching and learning process.
- ***All students, including those with special needs, should be challenged to fulfill their utmost potential.*** The student expectations listed herein reflect the highest levels of achievement appropriate for each subject area in each grade level. Only when students are measured by high standards, will they aspire to meet and even exceed those standards.
- ***Limited English proficient (LEP) students in grades Pre-K to 12 must receive parallel instructional programs and be provided with equal access to the quality programs designed for the entire school population. Effective instruction and assessment of LEP students allow them to capitalize on their linguistic, academic, and cognitive strengths.*** Emphasis must be placed on utilizing the student's prior knowledge, learning styles, and cultural backgrounds as building blocks for instruction. The concepts, literacy skills, and critical thinking strategies developed in all areas in the native language can be maintained and transferred to form a basis for language acquisition, as well as for social and academic achievement in English. The latest research-validated strategies, practices, and activities advocated in content area instruction can also be utilized with appropriate adaptations and materials in the native language and ESL.
- ***Schools need to reflect an education that is multicultural.*** Multicultural education focuses on the creation of a total school environment that recognizes, celebrates, and respects the diversity of individuals and groups, thus enhancing the learning experience and maximizing achievement for all students.
- ***Schools can make a difference in students' lives.*** Our schools must, therefore, become meaningful enough to the lives of students so that the students will be motivated to continue their education through to commencement. What students learn in school must be relevant to the world in which they live.

- ***To be effective, meaningful, and lasting, instruction must stimulate students to use higher-level thinking skills such as analysis, synthesis, and evaluation.*** It must, at the same time, accommodate the differences in the educational experiences of individual students and the individual methods by which that experience has been acquired—their self-constructed world of knowledge. To accomplish these outcomes while accommodating those differences, instruction must actively involve students in a variety of well-integrated, stimulating, challenging, interdisciplinary, and developmentally appropriate activities.
- ***Instruction in all subject areas must recognize the inherent creativity of all students.*** If students are to feel fully involved with their own education, they should take an active, creative role in the classroom. Their creative impulses and need for self-expression, when channeled into meaningful, constructive activities, will lead them to new discoveries of themselves and their world and ultimately to feelings of self-esteem as a result of their accomplishments and reinforcement of their own sense of cultural identity.
- ***Success breeds success.*** Students must be given the opportunity and encouragement to succeed and receive recognition for success.
- ***Students must graduate from school with an understanding and appreciation of the role of technology in society*** and be prepared to use and integrate technology effectively into jobs and careers in the twenty-first century. Toward that end, students must have the ability to choose appropriate technologies to accomplish tasks, obtain information, and solve problems in all areas and across all disciplines.
- ***For students to demonstrate competency in academic achievement, they must be challenged to use the knowledge, skills, and abilities they have acquired.*** They must be stimulated to become life-long learners who are able to use higher-level thinking skills to explore problems and make intelligent choices.
- ***Schools must provide various methods of assessment*** to evaluate the meeting of established expectations including: standardized tests, projects, presentations, performances, and the construction of individual student portfolios, as evidence of what has been learned.

We are all accountable for the development of our children. They are our legacy to the world. If we are to approach the gift of this legacy responsibly, we must aspire to the highest, most comprehensive goals of which we are capable; then we must commit ourselves to making them a reality.

Performing Arts: Music, Drama, Dance

VISION STATEMENT

The arts are unique forms of knowledge and expression that nurture a range of intelligences and allow people to give creative and critical expression to their deepest thoughts and insights about themselves and the world. It is necessary, therefore, that all students, regardless of their backgrounds, talents, or abilities, have a comprehensive, sequential, fully integrated education in the arts.

This is a vision in which students are seen as artists in the broadest sense of the word. Their artistic experience will provide opportunities for growth in effective communication, imaginative problem solving, harmonious collaboration, and independent risk taking. Research shows that arts education is vital to such development while also fostering qualities of concentration and discipline, creativity and intuition, logic, and tolerance for ambiguity. Work in the arts also reinforces student understanding across the curriculum.

Arts education, therefore, must be a principal ingredient of life-long learning, beginning in the earliest years. Art may be interpreted broadly, but the curriculum should offer rigorous opportunities for understanding, evaluating, and appreciating, as well as for performing and creating art in the fields of dance, drama, music, and the visual arts. Because the arts are a powerful economic force, arts education should give students access to the full range of technological resources that are used in artistic and commercial fields including photography, video, and computers. Students should learn about the many careers open to them in the arts and arts-related fields and acquire the skills needed to pursue those careers, if desired. Furthermore, arts education lays the groundwork for integrating the arts into the workplace and other environments.

The arts are the voice and memory of all communities and societies. As unique records of diverse cultures, the arts provide students a means for understanding the distinctive contributions different civilizations have made to our common heritage. The arts are a universal language, a unifying force for humanity. The study of art history is also a way of linking students with what has gone before them, while opportunities to create art enable students to interact with and transmit that inheritance. The multiple perspectives inherent in the arts enlarge students' experiences and provide a critical means by which they can challenge everyday experience and offer new visions of the world. Arts education can benefit all students by enhancing their ability to perceive, interpret, and evaluate their world.

Performing Arts: Music, Drama, Dance

INTRODUCTION

The Curriculum Frameworks in the arts grow out of the commitment New York City has made that every student upon commencement will demonstrate both literacy and competence in the principles, processes, and techniques of the visual and performing arts. Consistent with the standards established by the *Report on Learning-Centered Curriculum and Assessment* issued by the New York State Education Department, the New York City Frameworks offer guidelines for translating arts learning into a core curriculum.

The Frameworks can be used to integrate curriculum, instruction, and assessment, to encourage students to develop a greater range of talents at higher levels of performance.

An effective arts program is a broad-based, sequential curriculum taught by experts and certified professionals that provides students with ample opportunities to excel in:

- creating and performing the arts;
- refining their perceptions and creating new perceptions of the world in which they find themselves;
- recognizing and understanding the role the arts have played in various cultures and through various historical eras and, conversely, understanding and appreciating the role that culture and history has played in shaping the arts;
- acquiring the vocabulary, concepts, and criteria for understanding, interpreting, and analyzing art processes and artworks;
- responding to the aesthetic qualities of a variety of the arts, making sound judgments about the arts, and understanding the bases upon which those judgments rest.

Such a curriculum can and should be shaped to foster the student's initiative, discipline, and cooperation with others, as well as to nurture other developmental and affective growth. This can be done through instructional practices that permit students to participate frequently in a variety of individual and group activities, to engage actively in reflective and self-reflective processes that help them become aware of their own learning, and to express their ideas, thoughts, and feelings, not only through artistic modes of inquiry, but orally and in writing. Instruction must also be adapted to meet the needs of students with special needs, so that all students can participate with maximum benefit.

Artistic activities should, in turn, be part of an ongoing assessment that grows out of the curriculum and shapes instruction. Documenting students' work and performance should include student reports, journals, and teacher observations in portfolios, which provide evidence of students' increasing mastery of techniques and styles, their creative and analytic achievements, and their knowledge of different kinds of artistic cultures and historic periods.

To realize the benefits that the arts can bring to education, the arts should not be isolated in the curriculum. The arts should be taught in the context of students' lives and as part of engaging and exciting interdisciplinary studies. Furthermore, in New York, a world arts and cultural center, arts education should encompass manifold opportunities for students to become acquainted with the great works in art museums and other cultural institutions, to hear the music of great composers by outstanding performers, and to attend different kinds of theatrical and dance productions. Students should learn about the many careers related to the arts and design, and to theatrical and musical performance. An arts education that draws on the talents of individual artists and performers and collaborates with a variety of arts organizations will expand and enrich students' experiences. Providing opportunities for students to engage in a variety of art projects in the community will simultaneously enrich the community and promote advocacy and patronage, as well as practice, of the arts among students.

An effective program requires a practical commitment on the part of administrators and teachers. Materials and equipment, as well as suitable spaces and appropriate schedules, are necessary if students are to develop their artistic and performance skills. Students must have access to a wide variety of instruments and be able to make use of the latest developments in technology. Professionals, too, must have access to staff development that will enable them to prepare their students to live in an increasingly complex world. Arts education is collaborative and curriculum-based and involves the participation of certified teachers in the arts with other teachers, administrators, parents, professional artists, arts organizations, cultural institutions, and community resources.

Music

EXPECTATIONS: GRADES PRE-K – 2

Students will

- sing simple unison songs and rounds, perform finger plays, and play games that reflect a variety of cultures. (Creating, Performing, and Participating in the Arts)
- play a variety of nonpitched percussion instruments. (Creating, Performing, and Participating in the Arts)
- perceive and perform steady beat and simple rhythms. (Creating, Performing, and Participating in the Arts)
- work cooperatively in group singing and rhythm band experiences. (Creating, Performing, and Participating in the Arts)

Students will

- begin to discriminate environmental sounds, the sounds of different musical instruments, and the difference between singing and speaking voices. (Knowing and Using Arts Materials and Resources)

Students will

- recognize the basic elements of music. (Responding to and Analyzing Works of Art)
- attend in-school live performances. (Responding to and Analyzing Works of Art)
- derive pleasure and a sense of satisfaction from making and listening to music. (Responding to and Analyzing Works of Art)

Students will

- listen to short, simple selections from a variety of genres, styles, and cultures. (Understanding the Cultural Dimensions and Contributions of the Arts)
- take pride in their own musical performances and learn to respect the performances of others. (Understanding the Cultural Dimensions and Contributions of the Arts)

Music

EXAMPLE ACTIVITY: GRADES PRE-K — 2

EXPECTATION Students will recognize the basic elements of music. (Responding to and Analyzing Works of Art)	
Example Objective	***Example Activity***
Students will be able to aurally identify when familiar melodies ascend, descend, or stay at the same pitch.	While listening, the children respond appropriately to upward/downward direction in the pitch of musical selections by moving the body, motioning with the hand, or playing upward/downward on pitched instruments.

Drama

EXPECTATIONS: GRADES PRE-K – 2

Students will

- engage in role-playing and creative improvisation. (Creating, Performing, and Participating in the Arts)
- create dramatic dialogue and story lines. (Creating, Performing, and Participating in the Arts)
- dramatize stories and historical events from a range of cultures. (Creating, Performing, and Participating in the Arts)
- use their bodies to communicate emotions and events. (Creating, Performing, and Participating in the Arts)

Students will

- develop listening and sharing skills, and acquire confidence in their expressive abilities. Knowing and Using Arts Materials and Resources)

Students will

- identify and understand fundamental dramatic elements (e.g., character, setting, conflict, and resolution). (Responding to and Analyzing Works of Art)
- attend live performances. (Responding to and Analyzing Works of Art)

Students will

- build and employ a rudimentary theatrical vocabulary. (Understanding the Cultural Dimensions and Contributions of the Arts)

Drama

EXAMPLE ACTIVITY: GRADES PRE-K — 2

EXPECTATION Students will create dramatic dialogue and story lines. (Creating, Performing, and Participating in the Arts)	
Example Objective	***Example Activity***
Students will act out fairy tales.	Children are read fairy tales or folktales form various cultures. Children then retell a selected story incident by incident. A narrator summarizes setting and bridges episodes as different students speak in character-appropriate voices and behave (act) as they think the character would. The class analyzes performances, noting specific choices. The class will comment on whether actors sounded realistic and performed in a believable manner. Children may then perform for other classes.

Dance

EXPECTATIONS: GRADES PRE-K – 2

Students will

- explore movement, using shape, range of motion, levels, even and uneven rhythms, motion and stillness, and basic locomotor and nonlocomotor skills. (Creating, Performing, and Participating in the Arts)
- improvise and combine simple movement phrases to make dance. (Creating, Performing, and Participating in the Arts)
- follow and explain a dance that is based on a story. (Creating, Performing, and Participating in the Arts)
- use dance to tell a simple story with a beginning, middle, and end. (Creating, Performing, and Participating in the Arts)
- move freely in personal space and general space without interfering with others. (Creating, Performing, and Participating in the Arts)
- express ideas, feelings, and images through dance, using references from the world around them. (Creating, Performing, and Participating in the Arts)
- participate in individual and group production, exhibition, and performance. (Creating, Performing, and Participating in the Arts)

Students will

- improvise and compose dance studies based on written materials. (Knowing and Using Arts Materials and Resources)
- cooperate with partners and in small groups. (Knowing and Using Arts Materials and Resources)
- be introduced to and develop an awareness of the qualities of a variety of resources and information available in schools and communities including museums, cultural organizations, and institutions. (Knowing and Using Arts Materials and Resources)
- recognize basic dance professions. (Knowing and Using Arts Materials and Resources)

Students will

- show preferences and express their feelings about a performance through pictures and/or words. (Responding to and Analyzing Works of Art)
- support peers with attentive and receptive skills. (Responding to and Analyzing Works of Art)

- take turns moving and observing others dance. (Responding to and Analyzing Works of Art)
- recognize that dancers are workers in their community. (Responding to and Analyzing Works of Art)
- begin to evaluate their performance in conjunction with teachers and peers. (Responding to and Analyzing Works of Art)

Students will

- perform folk dances based on cultures they are learning. (Understanding the Cultural Dimensions and Contributions of the Arts)
- observe that people dance for enjoyment and health. (Understanding the Cultural Dimensions and Contributions of the Arts)
- discover that dance is an important way for many people to express things about the world, themselves, and their values. (Understanding the Cultural Dimensions and Contributions of the Arts)

Dance

EXAMPLE ACTIVITY: GRADES PRE-K — 2

EXPECTATION Students will improvise and compose dance studies based on written materials. (Knowing and Using Arts Materials and Resources)	
Example Objective	***Example Activities***
Students will be able to express themselves through an improvisation based on characters from a nursery rhyme.	Children will: • participate with the teacher in selecting a nursery rhyme. • list the characters. • write descriptive words about each character, especially those words that elicit movements (e.g., slow, fast, happy, grumpy). • practice moving as they think the nursery rhyme characters would move. • improvise movements of characters, as the nursery rhyme is read aloud. • identify moods and characteristics of nursery rhyme characters, as children perform them for classmates.

Visual Arts

VISION STATEMENT

The arts are unique forms of knowledge and expression that nurture a range of intelligences and allow people to give creative and critical expression to their deepest thoughts and insights about themselves and the world. It is necessary, therefore, that all students, regardless of their backgrounds, talents, or abilities, have a comprehensive, sequential, fully integrated education in the arts.

This is a vision in which students are seen as artists in the broadest sense of the word. Their artistic experience will provide opportunities for growth in effective communication, imaginative problem solving, harmonious collaboration, and independent risk taking. Research shows that arts education is vital to such development while also fostering qualities of concentration and discipline, creativity and intuition, logic, and tolerance for ambiguity. Work in the arts also reinforces student understanding across the curriculum.

Arts education, therefore, must be a principal ingredient of life-long learning, beginning in the earliest years. Art may be interpreted broadly, but the curriculum should offer rigorous opportunities for understanding, evaluating, and appreciating, as well as for performing and creating art in the fields of dance, drama, music, and the visual arts. Because the arts are a powerful economic force, arts education should give students access to the full range of technological resources that are used in artistic and commercial fields including photography, video, and computers. Students should learn about the many careers open to them in the arts and arts-related fields and acquire the skills needed to pursue those careers, if desired. Furthermore, arts education lays the groundwork for integrating the arts into the workplace and other environments.

The arts are the voice and memory of all communities and societies. As unique records of diverse cultures, the arts provide students a means for understanding the distinctive contributions different civilizations have made to our common heritage. The arts are a universal language, a unifying force for humanity. The study of art history is also a way of linking students with what has gone before them, while opportunities to create art enable students to interact with and transmit that inheritance. The multiple perspectives inherent in the arts enlarge students' experiences and provide a critical means by which they can challenge everyday experience and offer new visions of the world. Arts education can benefit all students by enhancing their ability to perceive, interpret, and evaluate their world.

Visual Arts

INTRODUCTION

The Curriculum Frameworks in the arts grow out of the commitment New York City has made that every student upon commencement will demonstrate both literacy and competence in the principles, processes, and techniques of the visual and performing arts. Consistent with the standards established by the *Report on Learning-Centered Curriculum and Assessment* issued by the New York State Education Department, the New York City Frameworks offer guidelines for translating arts learning into a core curriculum.

The Frameworks can be used to integrate curriculum, instruction, and assessment, to encourage students to develop a greater range of talents at higher levels of performance.

An effective arts program is a broad-based, sequential curriculum taught by experts and certified professionals that provides students with ample opportunities to excel in:

- creating and performing the arts;
- refining their perceptions and creating new perceptions of the world in which they find themselves;
- recognizing and understanding the role the arts have played in various cultures and through various historical eras and, conversely, understanding and appreciating the role that culture and history has played in shaping the arts;
- acquiring the vocabulary, concepts, and criteria for understanding, interpreting, and analyzing art processes and artworks;
- responding to the aesthetic qualities of a variety of the arts, making sound judgments about the arts, and understanding the bases upon which those judgments rest.

Such a curriculum can and should be shaped to foster the student's initiative, discipline, and cooperation with others, as well as to nurture other developmental and affective growth. This can be done through instructional practices that permit students to participate frequently in a variety of individual and group activities, to engage actively in reflective and self-reflective processes that help them become aware of their own learning, and to express their ideas, thoughts, and feelings, not only through artistic modes of inquiry, but orally and in writing. Instruction must also be adapted to meet the needs of students with special needs, so that all students can participate with maximum benefit.

Artistic activities should, in turn, be part of an ongoing assessment that grows out of the curriculum and shapes instruction. Documenting students' work and performance should include student reports, journals, and teacher observations in portfolios, which provide evidence of students' increasing mastery of techniques and styles, their creative

and analytic achievements, and their knowledge of different kinds of artistic cultures and historic periods.

To realize the benefits that the arts can bring to education, the arts should not be isolated in the curriculum. The arts should be taught in the context of students' lives and as part of engaging and exciting interdisciplinary studies. Furthermore, in New York, a world arts and cultural center, arts education should encompass manifold opportunities for students to become acquainted with the great works in art museums and other cultural institutions, to hear the music of great composers by outstanding performers, and to attend different kinds of theatrical and dance productions. Students should learn about the many careers related to the arts and design, and to theatrical and musical performance. An arts education that draws on the talents of individual artists and performers and collaborates with a variety of arts organizations will expand and enrich students' experiences. Providing opportunities for students to engage in a variety of art projects in the community will simultaneously enrich the community and promote advocacy and patronage, as well as practice, of the arts among students.

An effective program requires a practical commitment on the part of administrators and teachers.. Materials and equipment, as well as suitable spaces and appropriate schedules, are necessary if students are to develop their artistic and performance skills. Students must have access to a wide variety of instruments and be able to make use of the latest developments in technology. Professionals, too, must have access to staff development that will enable them to prepare their students to live in an increasingly complex world. Arts education is collaborative and curriculum-based and involves the participation of certified teachers in the arts with other teachers, administrators, parents, professional artists, arts organizations, cultural institutions, and community resources.

Visual Arts

EXPECTATIONS: GRADES PRE-K – 2

Students will

- explore, experiment with, and manipulate a variety of materials to create artworks. (Creating, Performing, and Participating in the Arts)
- use nontoxic art materials, machinery, and tools safely. (Creating, Performing, and Participating in the Arts)
- express ideas, feelings, and images through the artistic process, using references from the world around them. (Creating, Performing, and Participating in the Arts)
- participate in individual and group production and exhibition. (Creating, Performing, and Participating in the Arts)

Students will

- develop an awareness of the qualities of a variety of materials, resources, and information available in schools and communities including museums, cultural organizations, and institutions. (Knowing and Using Arts Materials and Resources)
- recognize basic visual arts professions. (Knowing and Using Arts Materials and Resources)

Students will

- express their thoughts and feelings about art, using basic art vocabulary. (Responding to and Analyzing Works of Art)
- use visual arts concepts and activities to extend and reinforce learning in all curriculum areas. (Responding to and Analyzing Works of Art)
- work in cooperative groups to create and analyze art. (Responding to and Analyzing Works of Art)
- develop an appreciation of art and an interest in participating in making art. (Responding to and Analyzing Works of Art)
- demonstrate basic organizational and motor skills through the artistic process. (Responding to and Analyzing Works of Art)
- begin to evaluate their performance in conjunction with teachers and peers. (Responding to and Analyzing Works of Art)

Students will

- explore a variety of materials to develop an awareness of the arts and their own culture and the cultures of others. (Understanding the Cultural Dimensions and Contributions of the Arts)
- discover that art is an important way for many people to express things about themselves, their values, and the world. (Understanding the Cultural Dimensions and Contributions of the Arts)

Visual Arts

EXAMPLE ACTIVITIES: GRADES K — 2

EXPECTATION

Students will explore, experiment with, and manipulate a variety of materials to create artworks. (Creating, Performing, and Participating in the Arts.)

Example Objective	*Example Activities*
Students will be able to create assemblages independently and with classmates.	Children: • construct a three-dimensional assemblage by gluing small materials together (e.g., buttons, balsa wood, colored pebbles). • talk about individual portions of the assemblage and reasons for using particular materials (e.g., color, texture, shape, form). • talk about their artworks that express images, ideas, and feelings that reflect their cultures and their communities. • view assemblages by professional artists shown in books, in museums, and in libraries. • tell the class and the teacher about the process of making their artwork. • create a mini-museum by putting work on display in classroom exhibit space for students, parents, and community participants. • act as museum guides for visitors. • help select work, or photographs of work, for inclusion in art portfolios.

BEST COPY AVAILABLE

Language Arts

VISION STATEMENT

A well designed Language Arts program provides a rich learning environment that is student-centered, developmentally appropriate, and literature-based. It supports cultural diversity and encourages a climate of shared inquiry, risk-taking, and appreciation of literature. Students, educators, parents, and the community are valued as active participants in the learning process.

Through the interconnectedness of reading, writing, listening, and speaking, students will learn to use language to construct and shape knowledge and to develop their imaginations and sensibilities. Students will look at language from a global perspective, understanding how it is shaped by social, cultural, and geographical influences. Further, they will understand that language is central to learning in all disciplines and, skillfully used, is a life-long resource.

The Language Arts Framework is dedicated to supporting high standards for effective understanding and communication. Making this vision a reality will encourage all students to become life-long learners who are productive, informed, literate, and thinking citizens.

Language Arts

INTRODUCTION

The four strands of the Language Arts—listening, speaking, reading, and writing—are the means through which all learning and social interaction occur. The ability to listen and understand, to communicate ideas both orally and in writing, and to read for pleasure and for information are the bases for instruction, not only in the Language Arts, but in all the curriculum areas.

An effective Language Arts program will teach students to:

- gain information, discover meaning, understand logical relationships, and make judgments.
- speak, write, and solve problems creatively.
- communicate emotions, ideas, opinions, values, experiences, and information.
- discover both the power and beauty of literature as a mirror of human motives, conflicts, values, and traditions.

In order to best utilize the New York City Curriculum Frameworks for Language Arts, teachers and supervisors should be aware of the following philosophical and practical underpinnings:

- The Language Arts Frameworks are based on the New York State Education Department's Curriculum and Assessment Frameworks in English Language Arts and the *Compact for Learning*; it reflects the philosophy of integrated, literature-based, process-oriented instruction.
- Because the language processes of listening, speaking, reading, and writing are so interdependent, it is expected that instruction will be integrated, not fragmented into isolated skills.
- Since no *specific* literature or nonfiction is required, it is up to teachers and supervisors to ensure that the text selections should be of fine quality, should depend upon thematic units of instruction in a given class, should meet the developmental needs of the students, and should reflect the variety of cultures represented in our diverse population.

It is especially important that instructional practices reflect the above philosophy, so that:

- the skills needed for competence in listening, speaking, reading, and writing are taught, as appropriate, in the context of whole works of literature, including nonfiction, and through thematic or content-area units of instruction.

- teachers utilize students' prior experience and knowledge as steppingstones toward comprehension of new ideas and information, not only in Language Arts instruction, but across the curriculum. Specific strategies are taught to enable students to improve comprehension of texts.
- oral development of concepts, vocabulary, and information is integrated with exposure to written material and exists before, during, and after reading.
- students are actively engaged in monitoring their thinking and learning processes.
- students frequently participate in small and large group activities, with groups organized in a variety of ways, according to their purposes.
- appropriate adaptations are made for students with special needs, so they may participate in group and whole class activities with maximum benefit.
- the use of media and technology is integrated into instruction.

Although standardized examinations in reading and writing are still required, considerable emphasis is being given by the New York State Education Department and by New York City to methods that call for ongoing observation of students actively engaged in the processes of listening, speaking, reading, and writing. Thus, alternative assessment instruments (ongoing records of teacher observations, student logs, portfolios, projects, performances, presentations, etc.) should also be used as indicators of student progress in the Language Arts.

In these Frameworks, the Language Arts expectations have been divided into nine separate components (identified in parentheses in the text) as follows:

Personal Satisfaction	–	the knowledge, skills, and abilities enabling students to become life-long learners
Listening, Reading, Viewing	–	the knowledge, skills, and abilities attained through reading, listening, and viewing
Speaking, Writing, Performing	–	the knowledge, skills, and abilities attained through writing, speaking, illustrating, performing, and creating videos and films
Nature of Language	–	the knowledge, skills, and abilities enabling students to appreciate both formal and informal language and its importance in social, academic, and professional life
Research	–	the knowledge, skills, and abilities enabling students to gather, synthesize, evaluate, and use information in social, academic, and professional activities
Self-Assessment	–	the knowledge, skills, and abilities enabling students to internalize standards of excellence and habitually apply them to their own performance

Diversity	–	the knowledge, skills, and abilities enabling students to understand and value their own and other cultures
Social Responsibility	–	the knowledge, skills, and abilities enabling students to practice responsible citizenship
Cross-Curricular Participation	–	the use of all the Language Arts knowledge, skills, and abilities in all social, academic, and professional settings

Language Arts

EXPECTATIONS: GRADES PRE-K – 2

Students will

- express the joy of learning through identifying and choosing favorite authors and illustrators when selecting books. (Personal Satisfaction)
- listen to, read, or watch poetry, plays, movies, and stories that demonstrate that authors and performers evoke particular feelings in their readers and listeners. (Listening, Reading, Viewing)
- speak and write about their actual and imaginative experiences and observations. (Speaking, Writing, Performing)
- experiment with cueing systems (syntax, semantic, and grapho-phonetic) through literature and oral language. (Nature of Language)
- experiment with gaining information from a variety of concrete experiences with print and non-print materials, as well as from social interaction. (Research)
- begin to evaluate their performance as readers, writers, listeners, and speakers in conjunction with teachers and peers. (Self-Assessment)
- read and listen to a variety of tales and personal experiences that illustrate similarities and differences in cultures. (Diversity)
- work and play cooperatively and considerately. (Social Responsibility)
- use reading, writing, listening, and speaking to work and play with others and to expand their knowledge. (Cross-Curricular Participation)

Language Arts

EXAMPLE ACTIVITY: GRADES PRE-K — 2

EXPECTATION Students will use reading, writing, listening, and speaking to work and play with others and to expand their knowledge. (Cross-Curricular Participation)	
Example Objective	***Example Activity***
Students will begin to sequence events in a personal/group narrative, exercising interpersonal skills.	After visiting a zoo or other attraction, each child tells one experience that he/she had. Create a group story (in the form of a rebus) for a display on chart paper. The story is read to the class. Cut up the chart and mix up the events to allow children to put events in order. As a follow-up, children identify a word or words from their story that they would like to know. Teacher aide or parent volunteer creates a personal flashcard for each word.

English as a Second Language

VISION STATEMENT

In order to prepare English language learners for personal, social, educational, and career success, there is a need for research-validated practices that promote linguistic and academic excellence, and which build upon students' prior knowledge, educational experiences, skills, and talents. Through collaboration among educators, students, parents, and members of the community, English as a Second Language programs offer the opportunity to acquire second language proficiency and assist students in becoming educated bilingual/bicultural adults.

Educators are encouraged to create culturally sensitive instructional environments in which all English language learners move toward realizing their goals, communicating appropriately and effectively. The ESL classroom, therefore, must serve as a focal point for the development of the linguistic, academic, and cognitive skills that transfer to all disciplines.

In accord with the current national movement toward school reform and the adoption of rigorous, challenging standards for all students and the entire school community, ESL programs must aim for high standards that are developmentally appropriate and empower second language learners to become productive, informed adults and lifelong learners.

English as a Second Language

INTRODUCTION

Students whose native language is other than English enter the New York City public schools at every grade level throughout the school year. These students come from all over the world, and have a wide range of social, cultural, and academic experiences; assumptions and expectations that may be substantially different from those of students in New York City and the United States. These new students face many challenges and must overcome numerous barriers in order to succeed, both in school and out of school.

Educators have learned through research and experience that when schools acknowledge and value the importance of students' native cultures and languages, and design instructional programs that treat the students' prior knowledge and native language proficiencies as a foundation for continued learning, these students learn and succeed.

What is ESL?

ESL is a culturally sensitive, academic discipline designed to allow students to acquire knowledge, skills and abilities in the English language through listening, speaking, reading, writing, viewing, and critical thinking, in a systematic and spiraling fashion. In addition, the ESL class serves as a focal point for the introduction and reinforcement of the concepts of cultural understanding, social responsibility, and cross-cultural/multicultural awareness.

English as a Second Language (ESL) programs play a major role in affording limited English proficient students the opportunity to acquire the linguistic, academic, cognitive, and cultural knowledge and skills they need to become active participants in the larger society.

What are social and academic language?

- Students in the early stages of language acquisition begin to acquire **social language** that enables them to function conversationally and negotiate everyday situations.
- As students are increasingly exposed to content-based materials and literature, they begin to develop **academic language**. This expanded range of language skills enables them to succeed in the cognitively and academically demanding situations critical for school success.

Educators must remember that social and academic language are not separate aspects of language functioning. They are, rather, a continuum of applications along which students progress as they move through the various stages of second language acquisition. A

review of each ESL Framework level in its entirety will illustrate the progressive and incremental nature of second language acquisition.

Many research studies have indicated that the average English language learner may need between four and seven years of instruction to acquire academic language on a par with native speakers of English of the same age. Research also indicates that if students are already literate in their native language, the transference of literacy skills will serve to accelerate the process of English language acquisition. Therefore, it is incumbent upon ESL and other educators to activate students' prior knowledge and take into account students' native language literacy when designing instructional programs and selecting instructional materials.

What is the programmatic structure of ESL?

Students who are recent arrivals to the United States, with no prior study of English, are placed in the beginning level of ESL. They generally move to the intermediate level after one year of instruction. They then move programs to the advanced and transitional levels as greater cognitive academic language proficiencies are acquired. However, an increasing number of limited English proficient students are entering our schools at all grade levels with interrupted or limited formal education. Therefore, placement policies as well as instructional program models may differ significantly.

In elementary and middle schools, it is quite common to have a wide range of English language proficiency levels in an ESL class. Appropriate group, pair, and individual activities need to be implemented to capitalize on this heterogeneity while all students advance toward expectations commensurate with their instructional level.

In the high schools, ESL classes are usually organized by levels of instruction: beginning, intermediate, advanced, and transitional. The majority of high schools follow this model, although variations exist.

Regardless of class organization models, there is a recognition at all grade levels that second language acquisition is a process and that students progress through various acquisition stages at their own pace.

How is the ESL Curriculum Framework organized?

Because students enter the school system at all grades with varying levels of English language proficiency, the ESL Framework is organized by grade clusters: Pre-K-2, 3-5, 6-8, 9-12, and by levels of instruction: beginning, intermediate, advanced, and transitional.

	GRADE CLUSTERS			
	PRE-K—2	**3—5**	**6—8**	**9—12**
ESL LEVELS	beginning	beginning	beginning	beginning
	intermediate	intermediate	intermediate	intermediate
	advanced	advanced	advanced	advanced
	transitional	transitional	transitional	transitional

Each level of instruction is then described by a series of expectations that are identified by a specific category appropriate to the grade cluster:

- Nature of Language
- Social Language
- Academic Language
- Listening
- Speaking
- Reading, Viewing
- Writing
- Technology
- Critical Thinking
- Research
- Bilingualism/Multicultural Understanding
- Social Responsibility
- Assessment

Who should use the ESL Framework?

The ESL Framework is intended for use by all educators of second language learners across the disciplines in both general and special education. Teachers at all grade levels who integrate the ESL Framework into their plans and use appropriate ESL methodologies will succeed in making their instruction more comprehensible to second language learners while contributing to their English language acquisition and academic success. All teachers are expected to hold limited English proficient students to the same standards as other students.

For limited English proficient students, the ESL Framework reflects the philosophy of integrated, content-based, literature-based, and process-oriented instruction. Consequently, expectations of English language learners, particularly at the advanced and transitional levels of instruction, will begin to parallel more closely and eventually merge with those outlined in the Language Arts Framework, as the latter represents expectations for all students. Concomitantly, the ESL Framework reflects the hierarchy of thinking skills, social responsibility, and multicultural understanding evidenced in the content area frameworks.

English as a Second Language

EXPECTATIONS: GRADES PRE-K – 2	BEGINNING LEVEL

Students will

- acquire basic vocabulary, syntax (e.g., singular/plural, word order, tense), and sound/intonation patterns of English through integrated, contextualized, developmentally appropriate activities in listening, speaking, reading, and writing. (Nature of Language)
- demonstrate comprehension of directives and questions with contextual support related to classroom routines and concept development. (Social Language, Academic Language)
- respond to spoken language with appropriate nonverbal communication (e.g., gestures, facial expressions) and actions (e.g., point, pantomime, draw, match). (Listening)
- express needs and feelings through play and other social interactions, using nonverbal communication, one- or two-word utterances, learned phrases, and short sentences. (Speaking, Social Language)
- participate in content area activities, using nonverbal communication, one- or two-word utterances, learned phrases, and short sentences. (Speaking, Academic Language)
- listen to, begin to read, and respond to books and stories that contain familiar vocabulary and predictable structures. (Reading, Viewing)
- select books for enjoyment. (Reading)
- dictate, and record with assistance, their own observations and experiences while developing an awareness of basic English writing conventions. (Writing)
- become familiar with media to gain information. (Technology)
- recognize problems and select solutions. (Critical Thinking, Research)
- begin to view themselves as capable human beings, and learn about other languages cultures and by building on common experiences. (Bilingualism, Multicultural Understanding)
- begin to internalize and exhibit the behaviors expected of groups in school. (Social Responsibility)
- demonstrate linguistic and academic development through an array of informal and formal methods including classroom observation, oral interviews, portfolios, self-assessment, and tests. (Assessment)

English as a Second Language

EXPECTATIONS: GRADES PRE-K – 2 | **INTERMEDIATE LEVEL**

Students will

- acquire intermediate vocabulary, syntax (e.g., singular/plural, word order, tense), and sound/intonation patterns of English through integrated contextualized, developmentally appropriate activities in listening, speaking, reading and writing. (Nature of Language)
- understand and carry out classroom routines and participate in instructional activities with contextual support across the content areas. (Social Language, Academic Language)
- respond to spoken language from a variety of models by using actions, phrases, and sentences. (Listening, Social Language, and Academic Language)
- express interests and opinions through social interactions, using appropriate vocabulary in short phrases and sentences. (Speaking, Social Language)
- recall and retell information based on content area activities, using appropriate vocabulary in short phrases and sentences. (Speaking, Academic Language)
- listen to, read, and respond to books, stories, and a variety of visual and print sources. (Reading, Viewing)
- choose storybooks and other reading materials for enjoyment and information. (Reading)
- develop, with assistance, short guided pieces based on group and individual experiences while experimenting with a range of English writing conventions. (Writing)
- interact with instructional technologies to gather information. (Technology)
- state problems and select solutions. (Critical Thinking, Research)
- build self-esteem, share knowledge of home cultures and languages, and learn that different cultures share many similarities. (Bilingualism, Multicultural Understanding)
- exhibit the behaviors expected of groups in school. (Social Responsibility)
- demonstrate linguistic and academic development through an array of informal and formal methods including classroom observations, oral interviews, portfolios, self-assessment, peer evaluation, and tests. (Assessment)

English as a Second Language

EXPECTATIONS: GRADES PRE-K – 2 | **ADVANCED LEVEL**

Students will

- use more descriptive vocabulary and demonstrate greater control of the syntax of English through integrated, contextualized, developmentally appropriate activities in listening, speaking, reading, and writing. (Nature of Language)
- comprehend and participate in group instructional activities for language development with contextual support. (Social Language and Academic Language)
- respond to more complex spoken language from a variety of models by using actions, phrases, and sentences. (Listening, Social Language, and Academic Language)
- share ideas on a variety of topics, combining learned phrases and other vocabulary to construct new utterances. (Speaking, Social Language)
- contribute information during content area activities, using descriptive vocabulary and more fluent language. (Speaking, Academic Language)
- listen to, read, and draw meaning from books, stories, and other visual and print sources. (Reading, Viewing)
- choose a variety of books for enjoyment and interest. (Reading)
- produce writing samples for various purposes, using a range of English writing conventions. (Writing)
- use instructional technologies to internalize linguistic, cultural, and academic knowledge. (Technology)
- state problems and suggest solutions. (Critical Thinking, Research)
- build self-appreciation and broaden awareness and acceptance of diverse cultural heritages within the school and community. (Bilingualism, Multicultural Understanding)
- negotiate with peers in small groups by suggesting, agreeing, and disagreeing. (Social Responsibility)
- demonstrate linguistic and academic development through an array of informal and formal methods including classroom observations, portfolios, self-assessment, peer evaluation, and tests. (Assessment)

English as a Second Language

EXPECTATIONS: GRADES PRE-K – 2	TRANSITIONAL LEVEL

Students will

- experiment with cueing systems (semantic, syntax, and grapho-phonetic) through oral language and literature. (Nature of Language)
- choose from and engage in interactive activities to expand social and content area language. (Social Language and Academic Language)
- employ active listening strategies in a variety of formal and informal situations. (Listening, Academic Language)
- initiate and sustain conversations on a variety of topics, using more complex vocabulary and sentence structure. (Speaking, Social Language)
- explain information to peers, using content-specific vocabulary and varied sentence structure. (Speaking, Academic Language)
- express their own responses to literature and various visual and print sources. (Reading, Viewing)
- choose and read favorite books as a means of demonstrating emergent literacy. (Reading)
- plan and produce writing samples about their actual and imaginative experiences, using a fuller range of English writing conventions. (Writing)
- experiment with instructional technologies to develop a broader range of communication skills. (Technology)
- describe problems and suggest solutions. (Critical Thinking, Research)
- demonstrate an appreciation of self as well as others in their school and their own and other communities. (Bilingualism, Multicultural Understanding)
- work and play cooperatively and considerately. (Social Responsibility)
- demonstrate linguistic and academic development through an array of informal and formal methods including classroom observations, portfolios, self-assessment, peer evaluation, and tests. (Assessment)

English as a Second Language

EXAMPLE ACTIVITY: GRADES PRE-K — 2 | **BEGINNING LEVEL**

EXPECTATION

Students will express needs and feelings through play and other social interactions, using nonverbal communication, one- and two-word utterances, learned phrases, and short sentences. (Speaking, Social Language)

Example Objective	***Example Activity***
Students will engage in simple conversations, based on everyday situations in the community.	The teacher assembles sample items from a clothing, grocery, stationery, or toy store. Children identify items they know. New vocabulary is presented and language elicited in the context of counting items and labeling them with prices. The teacher models a typical conversation between a customer and a store owner, incorporating "*How much* does it cost?" and "*How many* do you need?" Several children take turns engaging in the conversation with the teacher. Classmates listen and add their own variations. Children then converse in small groups, selecting their own items for purchase and assigning them prices. Pairs take turns role-playing conversations for the class. The teacher records conversations on chart paper to reinforce the relationship between the spoken word and print and for follow-up activities.

English as a Second Language

EXAMPLE ACTIVITY: GRADES PRE-K — 2 | **INTERMEDIATE LEVEL**

EXPECTATION

Students will choose storybooks and other reading materials for enjoyment and information. (Reading)

Example Objective	*Example Activity*
Students will state reasons for choices in literature.	Using simplified speech and pointing out illustrations, the teacher reviews with the class several big books of familiar folktales from around the world. The teacher asks students, "Which do you want to read?" and charts their preferences. Children form groups according to the books they have selected. After providing groups with student copies of the big books, the teacher circulates to guide students in reading and discussing their books. Students then tell the class the title of the book they chose and why they liked it, e.g., "I liked *The Little Ant* **because** a flea saved Little Ant." I liked *Only a Nickel,* **because** many animals spent the same nickel. It was really funny." In response to the teacher's question, "What was your favorite part?" students take turns reading their favorite part of the story to the class. The teacher records children's comments on the chart to encourage further discussion and reading.

Languages Other Than English

VISION STATEMENT

Our increasingly interdependent global community compels us to prepare all New York City public school students by:

- developing world-class standards in communication skills.
- promoting awareness, knowledge, and appreciation of cultural diversity.
- building positive attitudes, enabling students to participate effectively in a pluralistic society.

To these ends, all schools should be required to provide and enhance ongoing instruction in languages other than English for all students in grades Pre-K—12. To achieve the language competencies described in the expectations defined in this framework, students need opportunities to begin the study of a language other than English at the elementary school level, and to continue that study in a sequential, developmental program through their secondary school experience.

Languages Other Than English

INTRODUCTION

Language is the principal key to accessing knowledge. All students in the public schools of the City of New York should understand the importance of learning additional languages and should have ongoing opportunities to study them. The goal of the New York City Framework for Languages Other Than English is to provide teachers and supervisors with student expectations from which they can develop meaningful second language programs at the local level.

For the sake of clarification, the following important points should be noted. The term "Languages Other Than English" refers to second (foreign) language programs, but *not* to English as a second language (ESL). For bilingual learners, Native Language Arts is incorporated into the Language Arts Framework, which encompasses the development of a student's first language. The ESL Framework provides expectations for a student in the process of acquiring English. In order to utilize the Language Other Than English Frameworks optimally, teachers and supervisors should be cognizant of the following philosophical and practical underpinnings:

- The New York City Languages Other Than English Framework is aligned with the New York State Education Department's *Framework for Languages Other Than English 1995*, with its system of checkpoints (A, B^1, B^2, and C). Checkpoints are the benchmark language skills levels students must attain to earn either a high school or a Regents diploma.
- This Framework supports the *Compact for Learning*, which states that the percentage of students who are competent in more than one language will be substantially increased.
- All children should have opportunities for instruction in languages other than English programs commensurate with their age and language proficiency.
- Instructional programs should offer a variety of languages from Pre-Kindergarten through Grade 12.

It is important that current research and trends in instructional practices in this field be reflected in classrooms in order to achieve the goal of effective communication:

- Students learn a new language in ways similar to those in which they learned their first language. Learners of languages other than English will advance more rapidly when they engage in integrated listening, speaking, reading, and writing experiences on a daily basis.

- Teachers of languages other than English should create a classroom atmosphere that gives students a basis for authentic and meaningful communication. The environment of the classroom becomes the context for learning language.
- Contextualizing the language, using modeling, providing visual cues, and offering words of encouragement will ensure a relaxed, supportive environment.
- Language is made more meaningful and comprehensible through a variety of realia and visual aids and the creation of opportunities for authentic communication in interactive situations.
- Appropriate opportunities for advancement are available for students who are native speakers of a language other than English.
- Appropriate adaptations are made for students with special needs, so that they may fully participate in classroom activities.
- Learning a language other than English:
  - — enhances critical thinking and problem-solving skills.
  - — involves students directly in multicultural understanding.
  - — links all disciplines, as it focuses on literature, the arts, geography, history, and scientific and technological achievement of different cultures.
- Technology should be used to enhance student knowledge of the target languages and cultures.
- Assessment should include teacher-made and standardized examinations, portfolios, and projects, as well as other evaluation methods.
- Ongoing professional development for teachers and supervisors prepares staff members to meet the challenges in this field.
- Articulation and linkages with colleges and universities facilitate the transition of students to institutions of higher learning and help provide a cadre of multilingual graduates to enter the work force.

Languages Other Than English

EXPECTATIONS: GRADES PRE-K – 2

Refer to Checkpoint A throughout

Students will

- listen, speak, read, and write at a developmentally appropriate level in the target language within culturally relevant contexts to meet their communication needs. (Integration)
- demonstrate comprehension of basic commands, directions, statements, and questions, related to familiar topics in the target language. (Listening)
- engage in simple conversations while socializing and expressing needs, desires, and personal opinions in the target language. (Speaking)
- respond to simple written language in a variety of contexts. (Reading)
- demonstrate simple writing ability in the target language. (Writing)
- recognize that target language cultures may differ from their own. (Multicultural Understanding)
- solve simple problems, using verbal and/or nonverbal communication in the target language. (Critical Thinking)
- make connections between the target language and other disciplines such as art, music, and social studies. (Interdisciplinary Studies)
- use technology as a motivational tool to enrich their knowledge of the target language and cultures. (Technology)
- demonstrate level-appropriate proficiency in the target language, based on authentic assessment activities. (Assessment)

Languages Other Than English

EXAMPLE ACTIVITY: GRADES PRE-K — 2

Checkpoint A

EXPECTATION Students will engage in simple conversations in the target language, as they socialize and express needs, desires, and personal opinions. (Speaking)	
Example Objective	***Example Activity***
Students will be able to respond orally to visual stimuli.	The teacher presents a series of pictures illustrating weather conditions. Children identify the weather conditions by responding to and generating and questions in the target language.

Mathematics

VISION STATEMENT

Mathematics, Science, and Technology Education will empower all students to use the processes and results of scientific inquiry, mathematical analysis, and technology to participate fully in an ever-changing and complex world.

Technology Education is a separate subject discipline, which allows the practical application of concepts acquired in Mathematics and Science. Because it is a related, integrated discipline, Technology Education expectations are interwoven into the Mathematics and Science Frameworks. In addition, instructional technology expectations have not been listed separately, but rather have been integrated throughout all subject areas.

Mathematics

INTRODUCTION

An increasingly technological world that is becoming more complex requires a revolution in mathematics, science, and technology education and mandates that students understand the interrelationships among these areas. The children in our schools will live and work in a society that emphasizes the ability to access information, work collaboratively, apply knowledge, and find creative solutions to problems. To develop these abilities successfully, mathematics, science, and technology programs must focus on problem exploration that emphasizes the following: understanding principles, building positive attitudes, using process skills, and communicating ideas.

Technology, properly applied, creates successful life-long learners in an increasingly complex and diverse world. Technology Education will enable students to function effectively in their many roles in society. "Hands-on/Minds-on," developmentally appropriate problem-solving activities, using the tools and processes of the workplace (e.g., lasers, robotics, computers), will help to reinforce scientific exploration and inquiry skills.

The National Council of Teachers of Mathematics (NCTM) has set forth a vision of mathematics for students who will live and work in the twenty-first century. The Board of Education of the City of New York has adopted the NCTM goals, which state that *all students* will:

- appreciate the importance and beauty of mathematics.
- become confident in their ability to do mathematics.
- become explorers of mathematical problems.
- communicate mathematically.
- reason mathematically.

The NCTM standards emphasize that no mathematical thought or skill will be well understood or developed, if it is taught in isolation from other thoughts and skills. Students will learn *and* remember only when ideas are combined, compared, and contrasted; and when the connections among various mathematics and real-world events are emphasized and discussed. Therefore, beginning in Kindergarten and continuing through every grade, fundamental skills such as using symbols, measuring, computing, estimating, predicting, and verifying are all taught together, often in the context of real-world situations. The level of sophistication increases in every grade, but learners investigate geometry, algebra, reasoning, probability, and statistics from their earliest days in school.

Teachers and parents must start from the earliest grades to build confidence and power in mathematics and to encourage high expectations in students. Indeed, at the high school level, the Board of Education of the City of New York now requires each student to complete *three* years of mathematics courses. Every student should successfully complete Sequential Mathematics, New York State's three-year Regents sequence. The Regents sequence of courses is itself a blend of geometry, algebra, probability, statistics, and formal logic. Calculus, mathematical research, and other advanced courses are available for high school students who have finished Sequential Mathematics Course One, Course Two, and Course Three.

Every student creates a personal understanding of mathematics and the world through a process of experimentation, conjecture, and discussion of the ideas in the context of real-world situations. Teachers should model and encourage alternative strategies for investigating mathematical problems. Students should be encouraged to create questions and invent problems. They should think about mathematics and raise such questions as: "Which way of sharing would be most fair?" "How can we compare growth?" "Why are there so many different kinds of graphs?"

Calculators, hands-on materials, learning journals, and collaborative learning are necessary for instruction aimed at helping students learn to think clearly. For example, when students use calculators regularly during their investigations, they focus on the flow of ideas and the significance of the results of the calculations. When students are encouraged to work in teams and are given hands-on materials, they create and internalize ideas through their involvement in productive mathematical communication. Writing helps students reflect on and clarify their thinking.

Citywide testing in elementary and middle-level schools reflects this understanding of mathematics and the learning process. Essay questions asking students to explain their thinking are now included, and students can use calculators and learning tools such as counters, string, and play money. Sequential Mathematics Regents examinations have provided students with the opportunity to use calculators for several years.

The expectations in this framework will help parents, supervisors, teachers, and students make connections among real-world situations, classroom experiences, and the important ideas in mathematics.

Throughout this framework in mathematics the expectations in each grade have been organized into the following twelve strands:

- Mathematical Connections
- Mathematics as Problem Solving
- Mathematics as Communication
- Mathematics as Reasoning
- Algebra and Mathematical Structure
- Patterns and Functions
- Probability
- Statistics
- Geometry
- Number Sense and Numeration
- Trigonometry
- Measurement

Mathematics

EXPECTATIONS: GRADES PRE-K – 2

Students will

- explain the importance of mathematics, science, and technology in their daily lives.
- observe—and discover strategies for—exploring problem situations within their environment.
- communicate their mathematical, scientific, and technological ideas, using everyday language.
- use concrete materials to demonstrate an understanding of mathematical ideas in the real world.
- use concrete materials and diagrams to explore relationships among numbers.
- identify, describe, and extend patterns, using a variety of manipulatives.*
- describe situations and make predictions, while exploring the concepts of chance.
- collect, organize, and describe data from the world around them.
- identify, compare, and construct geometric shapes and relate them to the world around them.
- use concrete materials to explore, discover, and explain whole numbers, fractions, and decimals.
- explore and discover the process of measurement in the world around them.
- estimate quantities of small collections.

Mathematics

EXAMPLE ACTIVITY: GRADES PRE-K — 2

EXPECTATION Students will identify, describe, and extend patterns, using a variety of manipulatives.	
Example Objective	***Example Activity***
Students will be able to recognize, model, and describe a pattern.	As a motivating activity, read a button-related book such as: a. *Corduroy*, by Don Freedman b. *The Button Box*, by Margaretta S. Reid c. *Snap, Button, Zip: Inventions to Keep Your Clothes On*, by Vicki Cobb Present a handful of buttons with various attributes (size, shape, color, and number of holes) to each group. Ask children to sort the buttons. Ask children to describe their rationale for sorting their buttons. Model a pattern, using two types of buttons. The pattern should be repeated at least three times (e.g., red, blue, red, blue, red, blue; 2-hole, 4-hole, 2-hole, 4-hole, 2-hole, 4-hole). Allow children to use buttons to create a pattern of their own.

Science

EXPECTATIONS: GRADES PRE-K – 2

Students will

- observe and describe patterns of change in living organisms and the physical world (e.g., weather, seasons, land forms).
- sort and group objects according to physical properties (e.g., size, shape, texture, color).
- observe and describe the effects of energy on matter (e.g., the sun warms the land, air, and water).
- observe and describe the effects of gravity and magnetism on objects.
- distinguish between living and nonliving things .
- explain how certain animal and plant parts enable animals and plants to survive in their environment (e.g., variation in beaks, feet, bones, leaves, shells).
- observe and describe differences between animals and plants (e.g., structure and function, life cycle).
- begin to gain an understanding of the interdependency of animals and plants.*
- understand that a variety of systems exist in the world (e.g., the water cycle, food chains and webs).
- demonstrate a respect for life on the Earth (e.g., humane treatment of animals).
- begin to associate human body parts with the functions they perform.
- begin to use the senses to investigate the world.
- begin to use the senses to distinguish between safe and unsafe environments.
- observe and describe the properties of matter (e.g., water, rocks, air).
- explain ways by which people stay healthy (e.g., proper hygiene, diet, exercise).
- begin to investigate why we must protect the environment.
- collect, organize, and describe data from the world around them.
- begin to develop measurement skills, using nonstandard and standard units (e.g., feet, pennies, rulers, measuring cups).
- begin to work independently and cooperatively to communicate their experiences and observations.

Science

EXAMPLE ACTIVITY: GRADES PRE-K — 2

EXPECTATION Students will begin to gain an understanding of the interdependency of animals and plants.	
Example Objective	***Example Activiy***
Students will be able to state the importance of recycling as a means of conserving natural resources.	Children create and evaluate an in-classroom recycling program for paper, plastics, and metal, and encourage recycling at home.

Occupational and Technical Studies

VISION STATEMENT

> "All students should master sufficient knowledge, skills, and values to have a productive role in society and the economy. This means setting content and performance standards at 'world-class' levels and developing varied means to achieve them. Based on the individual needs of students, multiple learning opportunities and environments must be provided so that all students may succeed in the workforce."
>
> **NEW YORK STATE DEPARTMENT OF EDUCATION**

It is our vision that all graduating students will possess the knowledge, skills, and attitudes necessary to select, begin, and progress through a career path in today's workplace. The driving principle of such a vision is that Occupational and Technical Studies bring together all subjects in the context of practical situations in education and should be taught to all students in all grades.

The realities of the new economic and social era that is upon us dictate that everyone entering or progressing through the workforce must have higher level cognitive, technical, problem solving, organizational, and interpersonal knowledge and skills, in addition to being able to read, write, and compute. To achieve such a goal, we must set content and performance levels at world class standards; undertake new and varied instructional methods that integrate, through interdisciplinary approaches, the formerly separate academic, technical, and occupational areas of study; expand opportunities for school-to-work experiences; and develop a thematic and skills-based approach for career exploration and preparation from Kindergarten through Grade 12.

Occupational and Technical Studies

INTRODUCTION

This document, *Curriculum Frameworks for Occupational and Technical Studies*, contains a set of broad expectations organized by grade level. These can be used to develop performance objectives and activities needed for successful teaching and learning. Generally speaking, these expectations can be divided into two types: those that are K-12 generic expectations for all students, and those that are programmatic expectations for students pursuing skill preparation.

Recent research and national and local initiatives such as the School to Work Opportunities Legislation, SCANS, Career Pathways, and the New Compact for Learning, strongly suggest that occupational education and academic education are an integrated whole and not two separate processes. In addition, occupational programs allow students to learn and retain academic concepts, skills, and knowledge far more easily when they are incorporated into hands-on, realistic learning activities.

All students should be provided with the opportunity to participate in career awareness activities in the early grades, more specific career-exploratory activities in the middle grades, and career-specific activities during high school. These must include hands-on, practical-arts experiences taught in laboratory settings, as well as work-experience activities conducted at work sites.

Occupational and Technical Studies

EXPECTATIONS: GRADES K – 2

Students will

- become aware of different occupations, their relationships to learning experiences in and out of school, and why people work. (Career Awareness and Development)
- understand that skills and practice are needed to use basic tools, learn properties of certain materials, and use equipment safely. (Technical Skills and Knowledge)
- understand the role of being an effective and functioning group member, the importance of task completion, and will learn how to respect the rights, feelings, and differences of others. (Interpersonal Skills)
- become aware that problem solving is composed of skills, reasoning, choices, and planning. (Thinking and Problem-Solving Skills)
- recognize that classroom experiences are related to the formation of behaviors, which influence personal progress and future success. (Personal Development and Resource Management)
- become aware of the ways in which money is used, saved, and spent. (Personal Development and Resource Management)
- develop skills in cognitive areas (listening, speaking, reading), critical thinking, and cause-and-effect relationships. (Communications Skills)
- recognize and accept responsibility for the formation of goals that foster independence. (Personal Development and Resource Management)

Occupational and Technical Studies

EXAMPLE ACTIVITY: GRADES K — 2

EXPECTATION

Students will understand that skills and practice are needed to use basic tools, know properties of certain materials, and use equipment safely. (Technical Skills and Knowledge)

Example Objective	***Example Activity***
Students will acquire beginning cognitive skills needed to understand, explore, and discuss career preparation.	Children design their own work environment. They describe the relationship of various tasks to the roles of workers. During whole-class follow-up sharing sessions, children develop charts demonstrating the relationship between activities and occupations. *Special Education:* Autistic children perform functions at an easel. Work-related tasks include putting on a painting smock/shirt, filling a can with water for paint brushes, selecting a paint brush, uncapping a paint container, cleaning the area used, and replacing materials.

Health Education, Physical Education, and Home Economics

VISION STATEMENT

The curriculum areas of Health Education, Physical Education, and Home Economics, through the integrity and content of their disciplines, provide students with the skills and knowledge critical to their physical, intellectual, emotional, and social development. By focusing on the whole child and featuring accepting environments that are sequential, enjoyable, and developmentally appropriate, they offer a unique source of information about self and the community. This foundation recognizes and supports the individuality of students' growth and development, and the wide variety of personal achievement levels. Upon this foundation, the child develops into a productive citizen with a positive outlook and healthful quality of life.

Students practice goal-setting, problem solving, and decision-making skills that support independence and informed risk-taking; develop kinesthetic intelligence; and foster social interaction in a spirit of cooperation and respect for others. They learn to channel their energy and creative spirit into constructive participation in their daily relationships in school, family, and community activities.

The integrity of each discipline is vital to the students' well-rounded education as young people search for knowledge, understanding, skills, and attitudes in their exploration of personal goals. Classrooms become living laboratories, extending outward to home and the workplace, in which young people experiment, question, and grow within their community. Together, these disciplines offer a holistic approach to functional knowledge and provide encouragement and support, as students progress toward their adult roles in society. These three subject areas provide consistent messages that reinforce a student's personal worth, support individual and family differences, and emphasize personal responsibility for life choices. They support and enrich learning in other subject areas, thereby enhancing overall student achievement for individual progress today and the enhancement of life for years to come.

The Health Education, Physical Education, and Home Economics curriculum areas enable young people to see themselves as a productive part of that world and provide a motivating environment in which students practice real-life skills, interpersonally and individually. In addition, students learn about the many careers available to them in related fields of study and acquire the skills necessary to prepare them for entry into those fields.

The role of technology in the education of students is critical to their success in school and in the community. Health Education, Physical Education, and Home Economics courses integrate technology to enhance subject matter. For example, using computers to locate available jobs in the apparel industry or designing a personal fitness regimen can prepare students for success as adults.

The health reform movement signals important changes in the fields of health and medicine and the ultimate responsibility for one's own health and well-being. Increasingly, the role of adults in today's society must involve the development and maintenance of preventive measures to sustain good health throughout one's life. This is vital to each individual and to society as a whole. The areas of Health Education, Physical Education, and Home Economics encompass this learning and the mastery of these skills, which enable students to develop and maintain life-long healthful behaviors, become productive citizens, and adapt to a rapidly changing world.

Health Education, Physical Education, and Home Economics

INTRODUCTION

Health Education, Physical Education, and Home Economics provide students with unique opportunities to make informed decisions and attain an optimal quality of life and well-being. The New York City Curriculum Frameworks build on the content, concept, and skill goals of the New York State Education Department's syllabi in Health Education, Physical Education, and Home Economics, while providing flexibility in developing and supporting new and innovative instruction. It is important to recognize the integrity of the three discrete subject areas, as well as their relationships to each other. Each of these fields promotes critical thinking skills, interdisciplinary/multidisciplinary approaches, skill development linked to individual capabilities, and a sense of enjoyment in work and play.

The Health Education Frameworks are structured on the principles of life-long health for each individual. Comprehensive health is a multidisciplinary field that focuses on interactions among physical, emotional, mental, and social factors, beliefs, cultures, the environment, and behaviors of individuals, families, and communities. Quality health education programs enable students to develop, maintain, and promote healthful lifestyle choices and address the continuum from health promotion to risk reduction to the prevention and management of health problems.

An effective health education program will teach students to:

- develop attitudes that place a high value on optimal health in the lives of individuals, families, and the community.
- deal effectively with change.
- take increasing responsibility for their health and well-being.
- demonstrate skills required to set goals, make informed decisions, and solve health problems.
- understand the human body and the natural development of the life cycle.
- understand the role of sound nutritional practices in the promotion and maintenance of health.
- develop self-awareness and self-esteem, and establish positive patterns of behavior toward others.

The Physical Education Frameworks encompass the needs of the whole child through the physical approach while promoting a wellness lifestyle. Teachers, administrators, and parents should be aware that today's physical education has changed from the traditional programs in games and sports to a comprehensive curriculum area that includes problem exploration, higher order thinking skills, cooperative learning, and lifetime physical skills in an environment that is supportive of all students' efforts.

An effective physical education program will teach students to:

- exhibit efficient movement for daily activities.
- develop, value, and maintain individual personal fitness by exploring their body's capabilities.
- channel energy and creative spirit into physical activities.
- use their kinesthetic intelligence to initiate successful learning.
- apply knowledge, attitudes, and skills used in games, dance, and sports to other life situations.
- focus on cooperative individual and team games, dance, sports.
- make constructive use of their leisure time.
- develop confidence and self-worth in leading, following, and collaborating.

The Home Economics Frameworks are holistic, integrated, basic skills designed to improve the quality of life for individuals and families. Quality programs offer a systematic approach to decision making, as well as personal and resource management that addresses the perennial issues and concerns of daily living.

An effective Home Economics program will teach students to:

- take personal responsibility for life choices.
- cope with the challenges and crises occurring in daily life.
- become competent, confident, and caring in managing their personal, family, and work lives.
- develop leadership and collaborative skills.
- participate in family and community activities.
- identify interests and abilities for future career goals.
- prepare for present and future responsibilities as family members, consumers, home managers, and wage earners.

The most effective use of the Health Education, Physical Education, and Home Economics Curriculum Frameworks will give educators a foundation upon which to build students' skills and knowledge that will nourish and sustain them as adults.

Health Education, Physical Education, and Home Economics

EXPECTATIONS: GRADES PRE-K – 2

Students will

- describe the growth and development of healthy teeth and gums, as well as the structure and function of the eye and ear.
- identify the five senses and the major body parts and describe their function and location.
- explain how people are physically alike and physically different.
- describe positive qualities of self and others and how these qualities affect our ability to make and maintain friendships.
- differentiate between acceptable and unacceptable behaviors, and discuss how our emotions can affect our relationships with others.
- discuss feelings associated with illness or death of a loved one.
- describe how health care practices promote physical, mental, and social health and why each of us must accept responsibility for our own health.
- explain the difference between illness and wellness and how visits from family and friends can help sick people.
- explain the roles and functions of families, how families are alike and different, and how each member contributes to the homeostasis of the family unit.
- describe the differences between a friend and an acquaintance.
- explain reasons for personal food preferences and discuss individual and cultural variations.
- explain how foods contribute to our health and the importance of a differentiated diet and regular meals.
- explain the difference between communicable and noncommunicable diseases and the role that germs play in the spread of disease.
- identify diseases and disorders of the eyes, ears, gums, and mouth, and strategies that can prevent injury.

- demonstrate first aid techniques for cuts, scrapes, and bruises (universal precautions), and identify safety hazards and rules to minimize injury.
- differentiate between appropriate and inappropriate touching.
- list products people commonly purchase, and examine the impact advertising has upon our decision making.
- describe ways to identify substances that are not safe to eat or drink.
- describe how commonly abused substances can affect people's decisions and behavior.
- describe the appropriate use of prescription and over-the-counter medicines.
- define pollution and identify its sources to demonstrate how people can work together to collaboratively solve ecosystemic problems.
- describe the characteristics of a healthy community.
- demonstrate the ability to move efficiently in a variety of ways while changing speeds, directions, levels, and pathways.
- demonstrate skills in manipulating a variety of objects with several different body parts.
- demonstrate agility and balance while performing a variety of locomotor and nonlocomotor activities.
- demonstrate the ability to combine various traveling and stationary movement patterns to a variety of rhythms and music.
- sustain moderate physical activity.
- identify changes in the body during physical exercise.
- identify and model appropriate behavior while participating and sharing with others during physical activity.
- recognize similar movement concepts in a variety of skills.
- describe how money saved can be used at a later date to purchase desired items for self or family members.
- identify different types of housing and items in the home that make the home comfortable.
- identify use and function of different articles of clothing.
- work in a group to complete a class project, understanding roles.
- identify the work that people do in and out of their homes, describing what skills are needed for various jobs.

Health Education, Physical Education, and Home Economics

EXAMPLE ACTIVITY: GRADES K — 2

EXPECTATION

Students will explain the difference between communicable and noncommunicable diseases and the role that germs play in the spread of disease.

Example Objective	*Example Activities*
Students will understand that some diseases can be transmitted in a number of different ways; that some diseases cannot be transmitted, even in close contact; how diseases are transmitted; and what actions can be taken to reduce the likelihood of infection.	• Children share a story about a time they were sick and what was done for them. • Children make a list of how they could reduce the risk of spreading disease in their classroom and then begin to implement it. • Students make a list with a parent of how they can reduce the risk of spreading disease in their home and begin to implement it. Students share lists in class.

Social Studies

VISION STATEMENT

An effective social studies program provides the foundation for a democratic society by developing the skills necessary for students to participate as informed, responsible citizens in an era of rapidly changing technology. Among these skills, social studies instruction develops critical thinking by enabling students to make decisions about issues confronting themselves, society, and the interdependent world. Students will come to these decisions as a result of studying a body of knowledge that includes history, geography, economics, political science, and the other social sciences while drawing upon relevant interdisciplinary sources.

Social studies instruction fosters multicultural education by promoting respect, intergroup cooperation, and appreciation for the cultures of diverse groups. It recognizes that all students, regardless of their primary language or special needs, can learn and participate to their maximum potential.

Social Studies

INTRODUCTION

The Social Studies Frameworks support the content, concept, and skill goals of the New York State social studies syllabus. However, the Frameworks are not intended to be a scope and sequence, but rather a first and crucial step toward assisting districts and schools in developing and supporting social studies instruction.

As these Frameworks are incorporated into social studies programs, a number of important elements of effective instruction should be noted. Among the most important are: active learning, multicultural education, critical thinking, and skills development.

In the social studies classroom of the 1990s and beyond, students should be viewed as active learners. They should learn by doing and experiencing, rather than learn by being told. Hands-on approaches such as cooperative learning, simulation, and role-playing foster active learning.

As the population of the United States grows increasingly diverse, the integration of basic principles of multicultural education grows more important. Specifically, students in social studies classes should have the opportunity to view events, ideas, and themes from multiple—rather than narrow and ethnocentric—perspectives. Students should also have the opportunity to examine the fruits of the most recent scholarship, revealing the role played by groups that have largely been omitted from the traditional social studies curriculum.

If social studies instruction is to be truly meaningful, lessons should focus on the development of critical thinking. Students should be challenged to become problem explorers, decision makers, and divergent thinkers. Classroom activities should motivate students to search out and deal with authentic oral and written sources, use techniques of inquiry and discovery to assess these sources, and arrive at conclusions supported by the evidence. Moreover, students should be encouraged to ask questions. Eli Wiesel, the Nobel Prize winner and Holocaust scholar, often relates the story of his mother, who upon his arrival home from school each day, would not ask, "What did you learn in class?" but rather, "What questions did you ask?"

Finally, the social studies classroom should be viewed as a laboratory for developing skills for life. Among the most important of these skills are map reading, as well as chart, graph, and cartoon interpretation. Of equal importance are the communication skills of reading, writing, speaking, and listening.

Social Studies

EXPECTATIONS: GRADES PRE-K – 2	SELF/FAMILY/COMMUNITY

The social studies program for the primary grades focuses on helping the student develop awareness of self as a growing individual. Students should realize that they play roles as members of a family and of a school community. They should understand that families and communities live near and far; in urban, suburban, and rural settings; and in the present and past.

Students will

- demonstrate an appreciation of self, as well as the diversity of others in their school, community, and around the world.
- understand that each individual has needs, desires, and abilities that are influenced by environment and culture.
- understand that most people around the world live in families or family-like groups, and that family members are interdependent and play different roles at different times.
- demonstrate the ability to solve problems collectively and make decisions that affect themselves and others.
- recognize that people make rules to protect their health, safety, and rights, as well as to promote and maintain the smooth functioning of the family, school, and community.
- recognize and demonstrate an understanding that the areas on earth—including schools, communities, and nations—may be represented on globes, maps, and atlases.
- locate representations on a map.
- recognize the symbols of our nation, and appreciate that national holidays are celebrated by people in different ways.
- appreciate that families follow different traditions and customs.
- examine some of the ways people in communities earn a living to help meet their needs and wants.
- discuss how communities provide services to people.
- demonstrate an understanding that local communities are interdependent.
- discuss how their local community has changed over time.

Social Studies

EXAMPLE ACTIVITY: GRADES PRE-K — 2

EXPECTATION

Students will demonstrate the ability to solve problems collectively and make decisions that affect themselves and others.

Example Objective	*Example Activity*
Students will listen to stories, identify a problem therein, and make a plan that proposes a solution.	Children learn the concepts "problem" and "solution" by folding a piece of paper in half, labeling one side "problem" and the other side "solution." Children then recall and share "troubles" or "difficulties," things that worried them, and how they or someone else made the difficulty go away. Point out which aspect was the problem and which was the solution. Children each choose one of their personal examples and draw and color the problem and solution under the appropriate headings. Suggested books are *Now One Foot, Now The Other,* by Tomie de Paola and *A Chair for My Mother,* by Vera B. Williams. Write on a chart or the chalkboard "Problem" and "Solution." Explain that some problems are so difficult that they need planning and thinking ahead in order to solve. As an example, read the book *Stone Soup,* by Marcia Brown or *Red Ribbons for Emma,* by the New Mexico People and Energy Collective. Ask children to collectively analyze the story, identifying the problem, plan, and the solution. Discuss why planning ahead is sometimes helpful. *ESL Adaptation:* Children develop short sentences in English, based on their own experiences, and using new vocabulary words.

APPENDIX C: OPTIONAL BIBLIOGRAPHIES

A Multicultural Bibliography for Teachers and Parents

Multicultural

Adler, David. *A Picture Book of Hanukkah*. New York: Holiday House, 1982.

Aliki. *Mummies Made in Egypt*. New York: HarperCollins, 1985.

Anderson, Joy. *Juma and the Magic Jinn*. (Lamu Island) New York: Lothrop, 1986.

Aruego, Jose. *Rockabye Crocodile*. (Filipino) New York: Greenwillow, 1988.

Baer, Edith. *This Is the Way We Go to School*. New York: Scholastic, 1992.

Birrer, Cynthia and William. *The Lady and the Unicorn*. (French) New York: Lothrop, 1987.

Bonners, Susan. *Just in Passing*. New York: Lothrop, Lee & Shepard, 1989.

Boyd, Lizi. *The Not So Wicked Stepmother*. New York: Puffin, 1987.

Bunting, Eve. *How Many Days to America?* New York: Houghton Mifflin, 1990.

— *The Big Red Barn*. New York: Harcourt, Brace, 1979.

Cecil, Laura. *Listen to This*. New York: Greenwillow, 1987.

Cohen, Barbara. *Molly's Pilgrim*. (Russian) New York: Lothrop, 1983.

DeArmond, Dale. *Berry Woman's Children*. (Eskimo) New York: Greenwillow, 1985.

DePaola, Tomie. *Big Anthony and the Magic Ring*. (Italian) New York: Harcourt, Brace, 1979.

— *Strega Nona*. New York: Simon & Schuster, 1979.

— *The Art Lesson*. New York: Putnam, 1989.

— *Tony's Bread*. (Italian) New York: Putnam, 1989.

Dooley, Norah. *Everybody Cooks Rice*. Minneapolis, MN: Carolrhoda, 1991.

Dorros, Arthur. *Tonight Is Carnival*. (Peruvian) New York: Dutton, 1991.

Ginsburg, Mirra. *The Sun's Asleep Behind the Hill*. (Armenian) New York: Greenwillow, 1982.

Hadithi, Mwenye. *Hot Hippo*. Boston: Little, Brown, 1986.

Heide, Florence Parry, and Judith Heide Gilliland. *The Day of Ahmed's Secret*. (Egyptian) New York: Lothrop, 1990.

Hirsch, Marilyn. *Potato Pancakes All Around: A Hanukkah Tale*. Philadelphia: Jewish Publication Society, 1982.

Hughes, Shirley. *Out and About*. New York: Lothrop, 1988.

Hutchins, Pat. *The Doorbell Rang*. New York: Greenwillow, 1986.

Jonas, Ann. *The Quilt*. New York: Greenwillow, 1984.

Levine, Ellen. *I Hate English*. New York: Scholastic, 1989.

Lobel, Anita. *The Pancake*. (Scandinavian) New York: Dell, 1992.

Loh, Moray. *Tucking Mommy In*. New York: Orchard, 1988.

Maniche, Lise. *The Prince Who Knew His Fate* (Egyptian). New York: Philomel, 1981.

Martin, Bill. *Chicka Chicka Boom Boom*. New York: Simon & Schuster, 1989.

Martin, Bill, Jr., and John Archambault. *White Dynamite and Curly Kidd*. New York: Henry Holt, 1986.

Mikolaycak, Charles. *Babushka*. New York: Holiday, 1984.

Miller, Margaret. *Who Uses This?* New York: Greenwillow, 1990.

Morris, Ann. *Bread, Bread, Bread*. New York: Morrow, 1993.

— *Hats, Hats, Hats*. New York: Morrow, 1993.

— *Loving*. New York: Lothrop, 1990.

— *On the Go*. New York: Lothrop, 1990.

Rodahas, Kristina. *The Story of Wali Dad*. (Indian) New York: Lothrop, 1988.

Rosenberg, M. *Living in Two Worlds*. New York: Lothrop, 1986.

Roth, Susan L. *The Story of Light*. New York: Morrow, 1990.

Ryder, Joanne. *Lizard in the Sun*. New York: Morrow, 1990.

Spier, Peter. *People*. New York: Doubleday, 1980.

Stanley, Diane. *Fortune*. (Persian) New York: Morrow, 1990.

Vagin, Vladimir, and Frank Asch. *Here Comes the Cat!* New York: Scholastic, 1991.

Van Rynbach, Iris. *The Soup Stone*. New York: Greenwillow, 1988.

Williams, Karen Lynn. *Galimoto*. (Malawi) New York: Lothrop, 1990.

Wisniewski, David. *Elfwyn's Saga*. (Viking) New York: Lothrop, 1990.

Zemach, Margot. *It Could Always Be Worse*. New York: Farrar, Straus & Giroux, 1990.

Native American

Batdorf, Carol. *Tinka: A Day in a Little Girl's Life*. Blaine, WA: Hancock House, 1990.

Baylor, Byrd. *Moon Song*. New York: Macmillan, 1982.

— *When Clay Sings*. New York: Macmillan, 1987.

Clark, Ann Nolan. *In My Mother's House*. New York: Viking, 1991.

Esbensen, Barbara Juster. *The Star Maiden*. Boston: Little, Brown, 1988.

— *Ladder to the Sky*. Boston: Little, Brown, 1989.

Garaway, Margaret K. *Ashkii and His Grandfather*. Tucson, AZ: Treasure Chest, 1989.

Goble, Paul. *The Gift of the Sacred Dog*. New York: Macmillan, 1984.

Goble, Paul and Dorothy. *The Girl Who Loved Wild Horses*. New York: Macmillan, 1993.

Greene, Carol. *Black Elk: A Man With a Vision*. Chicago: Children's Press, 1990.

Highwater, Jamake. *Moonsong Lullaby*. New York: Lothrop, 1981.

Martin, Bill, Jr., and John Archambault. *Knots on a Counting Rope*. New York: Henry Holt, 1987.

McDermott, Gerald. *Arrows to the Sun: A Pueblo Indian Tale*. New York: Puffin, 1977.

McNutt, Nan. *The Button Blanket*. Acme, MI: Workshop Publications, 1989.

New Mexico People and Energy Collective. *Red Ribbons for Emma*. Berkeley, CA: New Seed Press, 1981.

Peyton, John L. *Voices from the Ice*. Blacksburg, VA: McDonald & Woodward, 1990.

Roland, Donna. *Grandfather's Stories*. San Diego, CA: Open My World, 1993.

— *More of Grandfather's Stories*. San Diego, CA: Open My World, 1993.

Searcy, Margaret Z. *Wolf Dog of the Woodland Indians*. Gretna, LA: Pelican, 1991.

Shemie, Bonnie. *Houses of Bark: Tipi, Wigwam, & Longhouse*. Plattsburgh, NY: Tundra Books of Northern New York, 1990.

Steptoe, John. *The Story of Jumping Mouse*. New York: Morrow, 1989.

Asian-American

Behrens, June. *Gung Hay Fat Choy*. Chicago: Children's Press, 1982.

Brown, Tricia. *Lee Ann: The Story of a Vietnamese-American Girl*. New York: Putnam, 1991.

Demi. *Liang and the Magic Paintbrush*. New York: Henry Holt, 1988.

Hamanaka, Sheila. *The Journey*. New York: Orchard Books, 1990.

Hong, Lily Toy. *How the Ox Star Fell from Heaven*. Niles, IL: Whitman, 1991.

Hidaka, Masako. *Girl from the Snow Country*. New York: Kane/Miller, 1986.

Leaf, Margaret. *Eyes of the Dragon*. New York: Lothrop, 1987.

Lee, Jeanne. *Toad Is the Uncle of Heaven*. New York: Holt, Rinehart & Winston, 1989.

Lobel, Arnold: *Ming Lo Moves the Mountain*. New York: Greenwillow, 1982.

Louie, Ai-Ling. *Yeh Shen*. New York: Putnam, 1990.

McMahon, Patricia. *Chi-Hoon: A Korean Girl*. Honesdale, PA: Boyds Mill Press, 1993.

Pinkwater, Manus. *Wingman*. New York: Bantam, 1992.

Pittman, Helena. *The Gift of the Willows*. Minneapolis, MN: Carolrhoda, 1988.

Say, Allen. *Lost Lake*. Boston: Houghton Mifflin, 1989.

— *A River Dream*. Boston: Houghton Mifflin, 1988.

Shute, Linda. *Momotaro the Peach Boy*. New York: Lothrop, 1986.

Stock, Catherine. *Emma's Dragon Hunt*. New York: Lothrop, 1984.

Surat, Michelle Maria. *Angel Child, Dragon Child*. New York: Scholastic, 1989.

Uchida, Yoshiko. *The Rooster Who Understood Japanese*. New York: Scribner's, 1976.

Wallace, Ian. *Chin Chiang and the Dragon's Dance*. New York: Atheneum, 1984.

Waters, Kate, and Madeline Slovenz-Low. *Lion Dancer: Ernie Wan's Chinese New Year*. New York: Scholastic, 1990.

Wisniewski, David. *The Warrior and the Wise Man*. New York: Lothrop, 1989.

Wyndham, Robert. *Chinese Mother Goose Rhymes*. New York: Putnam, 1989.

Yashima, Taro. *Crow Boy*. New York: Puffin, 1976.

Yee, Paul. *Tales from Gold Mountain: Stories of the Chinese in the New World*. New York: Macmillan, 1989.

Yolen, Jane. *The Seeing Stick*. New York: HarperCollins, 1977.

Young, Ed. *Lon Po-Po*. New York: Putnam, 1989.

African/African-American/Caribbean

Aardema, Verna. *Bimwili & the Zimbi; A Tale from Zanzibar*. New York: Dial, 1988.

— *Bringing the Rain to Kapiti Plain*. New York: Puffin, 1992.

— *Oh Kojo! How Could You*. New York: Dial, 1988.

— *What's So Funny, Ketu?* New York: Dial, 1989.

— *Who's in Rabbit's House? A Masai Tale*. New York: Dial, 1977.

— *Why Mosquitoes Buzz in People's Ears*. New York: Puffin, 1993.

Cameron, Ann. *More Stories Julian Tells*. New York: Knopf, 1986.

— *The Stories Julian Tells*. New York: Pantheon, 1981.

Clifton, Lucille. *Everett Anderson's Nine Month Long*. New York: Henry Holt, 1978.

— *Some of the Days of Everett Anderson*. New York: Henry Holt, 1988.

— *The Boy Who Didn't Believe in Spring*. New York: Dutton, 1988.

— *The Lucky Stone*. New York: Delacorte, 1979.

— *Three Wishes*. New York: Doubleday, 1992.

Cummings, Pat. *Jimmy Lee Did It*. New York: Lothrop, 1985.

Daly, Niki. *Not So Fast, Songololo*. New York: Macmillan, 1986.

Freeman, Don. *A Pocket for Corduroy*. New York: Puffin, 1989.

— *Corduroy*. New York: Viking, 1968.

Greenfield, Eloise. *Childtimes: A Three Generation Memoir*. New York: HarperCollins, 1993.

— *Mary McLeod Bethune*. New York: HarperCollins, 1977.

— *Nathaniel Talking*. New York: Black Butterfly Children's Books, 1988.

— *Paul Robeson*. New York: HarperCollins, 1975.

— *She Come Bringing Me That Little Baby Girl*. New York: HarperCollins, 1990.

— *Sister*. New York: HarperCollins, 1974.

— *Talk about a Family*. New York: HarperCollins, 1993.

Grifalconi, Ann. *The Village of Round and Square Houses*. Boston: Little, Brown, 1986.

Grimes, Nikki. *Something on My Mind*. New York: Dial, 1986.

Havill, Juanita. *Jamaica's Find*. Boston: Houghton Mifflin, 1986.

Hayes, Sarah. *Clap Your Hands*. New York: Lothrop, 1988.

— *Eat Up, Gemma*. New York: Lothrop, 1988.

— *Happy Christmas Gemma*. New York: Morrow, 1992.

Hill, Elizabeth. *Evan's Corner*. New York: Viking, 1991.

Isadora, Rachel. *Babies*. New York: Greenwillow, 1990.

— *Ben's Trumpet*. New York: Morrow, 1991.

— *City Seen from A to Z*. New York: Morrow, 1992.

— *Friends*. New York: Greenwillow, 1990.

Jones, Bessie, and Bess Lomax Howes. *Step It Down: Games, Plays, Songs and Stories from the Afro-American Heritage*. Georgia: University of Georgia, 1987.

Knutson, Barbara. *How the Guinea Fowl Got Her Spots*. Minneapolis, MN: Carolrhoda, 1990.

— *Why the Crab Has No Head*. Minneapolis, MN: Carolrhoda, 1987.

Lessac, Frané. *My Little Island*. New York: HarperCollins, 1985.

Lowery, Linda. *Martin Luther King Day*. Minneapolis: Carolrhoda, 1987.

McDermott, Gerald. *Anansi the Spider*. New York: Henry Holt, 1972.

Musgrove, Margaret. *Ashanti to Zulu*. New York: Dial, 1976.

Pomerantz, Charlotte, and Frané Lessac. *The Chalk Doll*. New York: HarperCollins, 1989.

SanSouci, Robert D. *The Talking Eggs*. New York: Dial, 1989.

Schroeder, Alan. *Ragtime Tumpie*. Boston: Little, Brown, 1989.

Scott, Ann. *Sam*. New York: Putnam, 1992.

Seeger, Peter. *Abiyoyo*. New York: Macmillan, 1985.

Stanley, Diane, and Peter Vennema. *Shaka: King of the Zulus*. New York: Morrow, 1988.

Steptoe, John. *Baby Says*. New York: Morrow, 1992.

— *Mufaro's Beautiful Daughters: An African Tale*. New York: Lothrop, 1987.

Stock, Catherine. *Armien's Fishing Trip*. New York: Morrow, 1990.

Stolz, Mary. *Storm in the Night*. New York: Harper & Row, 1988.

Ward, Leila. *I Am Eyes. Ni Macho*. New York: Scholastic, 1991.

Williams, Vera. *Cherries and Cherry Pits*. New York: Greenwillow, 1986.

— *More, More, More Said the Baby*. New York: Greenwillow, 1990.

Winter, Jeanette. *Follow the Drinking Gourd*. New York: Knopf, 1988.

Latino/a

Ada, Alma Flor. *The Gold Coin*. New York: Atheneum, 1991.

Anaya, Rudolfo A. *The Faralitos of Christmas*. Santa Fe: New Mexico Magazine, 1987.

Belpre, Pura. *Perez and Martina*. New York: Warner, 1991.

Brown, Tricia. *Hello Amigos!* New York: Henry Holt, 1992.

Brusca, Maria Cristina. *On the Pampas*. New York: Henry Holt, 1991.

Charles, Donald. *Chancay and the Secret of Fire: A Peruvian Folktale*. New York: 1992.

Delacre, Lulu. *Arroz Con Leche: Popular Songs & Rhymes from Latin America*. New York: Scholastic, 1989.

— *Las Navidades: Popular Christmas Songs from Latin America*. New York: Scholastic, 1990.

Emberly, Rebecca. *My House/Mi Casa: A Book in Two Languages*. Boston: Little, Brown, 1990.

— *Taking a Walk/Caminando: A Book in Two Languages*. Boston: Little, Brown, 1990.

Franchere, Ruth. *Cesar Chavez*. New York: HarperCollins, 1986.

Garcia, Maria. *The Adventures of Connie and Diego*. San Francisco: Children's Book Press, 1987.

Garcia, Richard. *My Aunt Otilia's Spirits*. San Francisco: Children's Book Press, 1987.

Griego, Margo. *Tortillitas Para Mama: And Other Nursery Rhymes*. New York: Henry Holt, 1981.

Hazen, Nancy. *Grown-Ups Cry Too*. Carrboro, NC: Lollipop Power, 1978.

Markun, Patricia Maloney. *The Little Painter of Sabana Grande*. New York: Bradbury, 1993.

Martinez, Alejandro C. *The Woman Who Outshone the Sun*. San Francisco: Children's Book Press, 1989.

Mora, Pat. *A Birthday Basket for Tiá*. New York: Macmillan, 1992.

Politi, Leo. *Three Stalks of Corn*. New York: Macmillan, 1993.

Rohmer, Harriet. *Uncle Nacho's Hat*. San Francisco: Children's Book Press, 1989.

Schoberle, Cecile. *Esmeralda and the Pet Parade*. New York: Simon & Schuster, 1990.

Stanek, Muriel. *I Speak English for My Mom*. Niles, IL: Whitman, 1989.

Van Lann, Nancy. *The Legend of El Dorado*. New York: Knopf, 1991.

Volkmer, Jane Anne. *Song of the Chirimia: A Guatemalan Folktale*. Minneapolis: Carolrhoda Books, 1990.

Winter, Jeanette, and Jonah Winter. *Diego*. New York: Knopf, 1991.

Poetry/Rhymes/Children's References

Adoff, Arnold. *All the Colors of the Race.* (Poems). New York: Morrow, 1992.

— *Greens.* (Poems) New York: Lothrop, 1988.

Booth, David. *Voices on the Wind.* (Poems for All Seasons) New York: Morrow, 1990.

Cole, Joanna. *Anna Banana* (101 Jump Rope Rhymes). New York: Morrow, 1989.

De Regniers, Beatrice. *Sing A Song of Popcorn.* New York: Scholastic, 1988.

Durrell, Ann, and Marilyn Sachs. *The Big Book for Peace.* New York: Dutton, 1990.

Fisher, Aileen. *When It Comes to Bugs.* New York: Harper & Row, 1986.

Giovanni, Nikki. *Spin a Soft Black Song.* New York: Farrar, Straus & Giroux, 1987.

Greenfield, Eloise. *Honey I Love and Other Love Poems.* New York: Harper Trophy, 1986.

Goldstein, Bobbye S. *Bear in Mind: A Book of Bear Poems.* New York: Puffin, 1991.

Hamilton, Virginia. *The People Could Fly.* (African-American Folktales) New York: Knopf, 1985.

Hayes, Sarah. *Clap Your Hands.* (Finger Rhymes) New York: Lothrop, 1988.

Hoberman, Mary Ann. *A House Is a House for Me.* New York: Viking, 1978.

Joseph, Lynn. *Coconut Kind of Day: Island Poems.* New York: Lothrop, Lee & Shepard, 1990.

Merriam, Eve. *You Be Good and I'll Be Night.* New York: Morrow, 1988.

Plotz, Helen. *A Week of Lullabies.* New York: Greenwillow, 1988.

Pollack, Pamela. *The Random House Book of Humor.* New York: Random House, 1988.

Pomerantz, Charlotte. *If I Had A Paka: Poems in Eleven Languages.* New York: Morrow, 1993.

— *The Tamarindo Puppy and Other Poems.* New York: Greenwillow, 1980.

Prelutsky, Jack. *Beneath a Blue Umbrella.* New York: Greenwillow, 1990.

— *It's Christmas.* New York: Scholastic, 1987.

— *It's Halloween.* New York: Scholastic, 1987.

— *It's Snowing! It's Snowing!* New York: Greenwillow, 1984.

— *It's Thanksgiving.* New York: Greenwillow, 1982.

— *It's Valentine's Day.* New York: Greenwillow, 1983.

— *Read Aloud Rhymes for the Very Young.* New York: Knopf, 1986.

— *Something Big Has Been Here.* New York: Greenwillow, 1990.

— *The Baby Eggs Are Hatching.* New York: Greenwillow, 1982.

— *The New Kid on the Block.* New York: Greenwillow, 1984.

— *The Random House Book of Poetry for Children.* New York: Random House, 1983.

— *Tyrannosaurus Was a Beast.* New York: Morrow, 1992.

— *What I Did Last Summer.* New York: Greenwillow, 1984.

Silverstein, Shel. *Where the Sidewalk Ends.* New York: HarperCollins, 1974.

Steele, Mary Q. *Anna's Summer Songs.* New York: Greenwillow, 1988.

Wood, Audrey. *Quick as a Cricket.* Singapore: Children's Play (International), 1990.

Habitats

Baker, Jeannie. *Where the Forest Meets the Sea*. New York: Greenwillow, 1987.

Berger, Gilda. *Whales*. New York: Doubleday, 1987.

Cobb, Vicki. *This Place Is Wet*. (Imagine Living Here Series) New York: Walker, 1989.

— *This Place Is Cold*. (Imagine Living Here Series) New York: Walker, 1990.

— *This Place Is High*. (Imagine Living Here Series) New York: Walker, 1989.

— *This Place Is Dry*. (Imagine Living Here Series) New York: Walker, 1989.

Feltwell, John. *Animals and Where They Live*. New York: Putnam, 1988.

Parker, Nancy Winslow, and Joan Richards Wright. *Bugs*. New York: Morrow, 1987.

Parramon, Maria. *Life in the Sea*. New York: Barron's, 1986.

— *Life Underground*. New York: Barron's, 1987.

— *Life in the Air*. New York: Barron's, 1987.

— *Life on the Land*. New York: Barron's, 1987.

Aging/Aged/Elderly

Caines, Jeanette. *Window Wishing*. New York: HarperCollins, 1980.

DePaola, Tomie. *Nana Upstairs & Nana Downstairs*. New York: Putnam, 1973.

— *Watch Out for the Chicken Feet in Your Soup*. New York: Simon & Schuster, 1974.

Dorros, Arthur. *Abuela*. New York: Dutton, 1991.

Fox, Mem. *Wilfred Gordon McDonald Partridge*. New York: Kane/Miller, 1984.

Goffstein, M.B. *Fish for Supper*. New York: Dial, 1976.

Goldman, Susan. *Grandma Is Somebody Special*. Niles, IL: Whitman, 1976.

Greenfield, Eloise. *Grandmama's Joy*. New York: Putnam, 1980.

— *Grandpa's Face*. New York: Putnam, 1988.

Haskins, Francine. *Things I Like about Grandma*. San Francisco, CA: Children's Book Press, 1992.

Khalsa, Dayal Kaur. *Tales of a Gambling Grandma*. New York: Crown, 1986.

Orr, Katherine. *My Grandpa and the Sea*. Minneapolis, MN: Carolrhoda, 1990.

Vigna, Judith. *Grandma Without Me*. Niles, IL: Whitman, 1984.

Williams, Barbara. *Kevin's Grandma*. New York: Puffin, 1991.

Williams, Vera. *Music, Music for Everyone*. New York: Greenwillow, 1984.

Zolotow, Charlotte. *My Grandson Lew*. New York: HarperCollins, 1974.

Special Feelings/Interests

Bemelmans, Ludwig. *Madeline*. New York: Viking, 1939.

Blaine, Marge. *The Terrible Thing That Happened at Our House*. New York: Macmillan, 1984.

Brett, Jan. *Fritz and the Beautiful Horses*. New York: Houghton Mifflin, 1987.

Burningham, John. *Mr. Gumpy's Motor Car*. New York: HarperCollins, 1976.

Carle, Eric. *A House for Hermit Crab*. New York: Picture Book Studio, 1991.

— *Papa Please Get the Moon for Me*. Saxonville, MA: Picture Book Studio, 1991.

— *The Grouchy Ladybug*. New York: HarperCollins, 1986.

— *The Tiny Seed*. Maine: Picture Book Studio, 1991.

Carlson, Nancy. *I Like Me!* New York: Viking, 1988.

Chevalier, Christa. *Spence Is Small*. Niles, IL: Whitman, 1987.

Cobb, Vicki. *Feeding Yourself*. New York: HarperCollins, 1989.

— *Getting Dressed*. New York: HarperCollins, 1989.

— *Keeping Clean*. New York: HarperCollins, 1989.

— *Writing It Down*. New York: HarperCollins, 1989.

DePaola, Tomie. *The Hunter and the Animals*. New York: Holiday, 1981.

Dr. Seuss. *I Am Not Going to Get Up Today*. New York: David McKay, 1990.

Jeschke, Susan. *Perfect the Pig*. New York: Henry Holt, 1981.

Jordon, Mary Kate. *Losing Uncle Tim*. Niles, IL: Whitman, 1989.

Kline, Suzy. *Ooops!* Niles, IL: Whitman, 1988.

Kempler, Susan. *A Man Can Be*. New York: Human Sciences Press, 1985.

Kraus, Joseph. *Leo, the Late Bloomer*. New York: HarperCollins, 1971.

Lakin, Patricia. *Don't Touch My Room*. New York: Little, Brown, 1988.

Larche, Douglas. *Father Gander Nursery Rhymes*. Santa Barbara, CA: Advocacy Press, 1985.

Lionni, Leo. *Cornelius*. New York: Pantheon, 1983.

— *Fish Is Fish*. New York: Knopf, 1974.

— *Frederick's Fables*. New York: Pantheon, 1985.

— *Frederick*. New York: Knopf, 1987.

— *The Biggest House in the World*. New York: Knopf, 1973.

Newman, Leslea. *Belinda's Bouquet*. Boston: Alyson Wonderland, 1991.

Pearse, Dr. Patricia. *See How You Grow*. New York: Barron's, 1988.

Rockell, Harlow. *My Doctor*. New York: Macmillan, 1973.

Rogers, Alison. *Luke Has Asthma, Too*. Burlington, VT: Waterfront, 1987.

Rosenberg, Maxine. *Being Adopted*. New York: Lothrop, Lee & Shephard, 1984.

Sanford, Doris. *It Must Hurt a Lot*. Portland, OR: Multnomah, 1985.

Schwartz, Amy. *Bea and Mr. Jones*. New York: Puffin, 1983.

Severance, Jane. *Lots of Mommies*. Durham, NC: Lollipop Power, 1983.

Simon, Norma. *I Was So Mad!* Niles, IL: Whitman, 1991.

— *Nobody's Perfect, Not Even My Mother*. Niles, IL: Whitman, 1981.

— *The Saddest Time*. Niles, IL: Whitman, 1992.

— *Why Am I Different?* Niles, IL: Whitman, 1976.

Smallman, Clare. *Outside-In*. New York: Barron's, 1986.

Stanek, Muriel. *I Won't Go Without a Father*. Niles, IL: Whitman, 1972.

Stanley, Diane. *The Conversation Club*. New York: Macmillan, 1990.

Stanton, Elizabeth and Henry. *Sometimes I Like to Cry*. Niles, IL: Whitman, 1978.

Steptoe, John. *Daddy Is a Monster... Sometimes*. New York: HarperCollins, 1983.

Vigna, Judith. *She's Not My Real Mother*. Niles, IL: Whitman, 1980.

Wade, Barrie. *Little Monster*. New York: Lothrop, 1990.

Wheeler, Cindy. *Marmalade's Nap*. New York: Knopf, 1991.

Zolotow, Charlotte. *A Father Like That*. New York: HarperCollins, 1971.

People with Disabilities

Charlip, Remy. *Handtalk: An ABC of Finger Spelling and Sign Language*. New York: Macmillan, 1987.

Raskin, Ellen. *Spectacles*. New York: Macmillan, 1988.

Sullivan, Mary Beth and Linda Bourke. *A Show of Hands: Say It in Sign Language*. New York: HarperCollins, 1992.

Teacher Resources

Banks, James A. *Multi-ethnic Education: Theory and Practice*. Needham Heights, MA: Allyn & Bacon, 1988.

— *Teaching Strategies for Ethnic Studies*. 5th Edition. Needham Heights, MA: Allyn & Bacon, 1991.

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage, 1989. $11.00.*

Caballero, Jane, and Derek Whordley. *Children Around the World*. Atlanta, GA: Humanics Limited, 1992.

Cobrin, Beverly. *Eyeopeners! How to Choose and Use Children's Books about Real People, Places and Things*. New York: Viking Penguin, 1988. $10.95.*

Derman-Sparks, Louise, and the ABC Task Force. *Anti-Bias Curriculum*. Washington, DC: NAEYC, 1989.

Edmonds, Ann C. *Our Global Village: Japan*. St. Louis, MO: Milliken, 1990.

— *Learning about Other Countries*. St. Louis, MO: Milliken, 1985.

Klepper, Nancy. *Our Global Village: Africa*. St. Louis, MO: Milliken, 1990.

— *Our Global Village: Mexico*. St. Louis, MO: Milliken, 1990.

Lipson, Eden Ross. *New York Times Parents' Guide to the Best Books for Children*. New York: Random House. $15.00.*

Lipson, Greta Barclay, and Jane A. Romatowski. *Ethnic Pride*. Carthage, IL: Good Apple, 1983.

McKinnon, Elizabeth. *Special Day Celebrations*. Everett, WA: Warren, 1989.

Ohanesian, Anne Marie. *Social Studies Mini-Units*. Grand Rapids, MI: Instructional Fair, 1991.

Seaman, Rosie. *Discovering Our World*. Carthage, IL: Fearon Teacher Aids, 1987.

— *Discovering Ourselves*. Carthage, IL: Fearon Teacher Aids, 1987.

Tiedt, Pamela A., and Iris M. Tiedt. *Multicultural Teaching*. Needham Heights, MA: Allyn & Bacon, 1989.

Trelease, Jim. *The New Read-Aloud Handbook*. New York: Viking Penguin, 1989. $10.95.*

Warren, Jean, and Elizabeth McKinnon. *Small World Celebrations*. Everett, WA: Warren, 1988.

Wilford, Sara. *Tough Topics: A Guide for Using Books to Help Parents Talk with Children about Life Issues and Problems*. Free From Waldenbooks PR 61, P.O. Box 10218 Stamford, CT 06906.*

* Prices quoted are for softcover editions as of February 1993.

An Annotated Selected Listing of Multicultural Children's Books

Author	Title/Publisher	Family	Gender	People of Color	People with Disabilities	Work	Prejudice	Activism
Adoff, Arnold	*Black Is Brown Is Tan.* New York: HarperCollins, 1992.	✓	✓	✓				
Aseltine, Lorraine	*I'm Deaf and It's Okay.* Niles, IL: Whitman, 1986.				✓		✓	✓
Atkinson, Mary	*Maria Teresa.* Durham, NC: Lollipop Power, 1979.	✓	✓	✓			✓	✓
Bang, Molly	*The Paper Crane.* New York: Morrow, 1987.			✓				
Blood, Charles	*The Goat in the Rug.* New York: Macmillan, 1990.			✓		✓		
Brenner, Barbara	*Wagon Wheels.* New York: HarperCollins, 1984.	✓		✓			✓	
Brown, Tricia	*Someone Special, Just Like You.* New York: Henry Holt, 1984.		✓		✓			
Bunin, Sherry	*Is That Your Sister?* Pantheon, 1976.	✓		✓				
Caines, Jeanette	*Abby.* New York: HarperCollins, 1984.	✓		✓				
Caines, Jeanette	*Just Us Women.* New York: HarperCollins, 1984.	✓	✓	✓				
Cairo, Shelley	*Our Brother Has Down's Syndrome.* Willowdale, Ontario: Annick Press, 1985.	✓			✓			
Church, Vivian	*Colors Around Me.* Chicago: Afro-Am Publishing Co., 1971.			✓				
Clifton, Lucille	*Everett Anderson's Friend.* New York: Henry Holt, 1992.	✓		✓		✓		
Clifton, Lucille	*Everett Anderson's Goodbye.* New York: Henry Holt, 1988.	✓		✓				
DePaola, Tomie	*Now One Foot, Now the Other.* New York: Putnam, 1992.	✓			✓			
DePaola, Tomie	*The Legend of the Bluebonnet.* New York: Putnam, 1983.			✓				✓
DePoix, Carol	*Jo, Flo and Yolanda.* Durham, NC: Lollipop Power, 1973.			✓	✓			

Author	Title/Publisher	Family	Gender	People of Color	People with Disabilities	Work	Prejudice	Activism
Dr. Seuss	*Sneetches & Other Stories*. New York: Random House, 1961.						✓	
Fassler, Joan	*My Grandpa Died Today*. New York: Human Sciences Press, 1983.	✓						
Feelings, Muriel	*Jambo Means Hello: A Swahili Alphabet Book*. New York: Dial, 1985.			✓				
Feelings, Muriel	*Moja Means One: Swahili Counting Book*. New York: Dial, 1987.			✓				
Feeney, Stephanie	*A Is for Aloha*. Honolulu: University of Hawaii, 1985.			✓				
Feeney, Stephanie	*Hawaii Is a Rainbow*. Honolulu: University of Hawaii, 1980.			✓				
Friedman, Ina R	*How My Parents Learned to Eat*. Boston: Houghton Mifflin, 1987.	✓		✓				
Greenfield, Eloise	*Daydreamers*. New York: Putnam, 1980.		✓	✓				
Greenfield, Eloise	*Grandmama's Joy*. New York: Putnam, 1980.	✓		✓				
Greenfield, Eloise	*Rosa Parks*. New York: HarperCollins, 1973.		✓	✓			✓	✓
Greenfield, Eloise	*Me and Nessie*. New York: HarperCollins, 1975.	✓		✓				
Grimes, Nikki	*Something on My Mind*. New York: Dial, 1986.		✓	✓				
Hazen, Barbara	*Tight Times*. New York: Viking, 1979.	✓	✓			✓		
Hazen, Nancy	*Grown-ups Cry Too*. Durham, NC: Lollipop Power, 1978.	✓	✓					
Henriod, Lorraine	*Grandma's Wheelchair*. Niles, IL: Whitman, 1982.	✓			✓			
Jonas, Ann	*When You Were a Baby*. New York: Greenwillow, 1991.		✓	✓				
Klein, Norma	*Girls Can Be Anything*. New York: Dutton, 1975.		✓				✓	✓
Lasker, Joe	*Mothers Can Do Anything*. Niles, IL: Whitman, 1972.	✓	✓	✓		✓		

Author	Title/Publisher	Family	Gender	People of Color	People with Disabilities	Work	Prejudice	Activism
Lasker, Joe	*He's My Brother.* Niles, IL: Whitman, 1974.	✓			✓			
Lexau, Joan	*Emily & the Klunky Baby & the Next-Door Dog.* New York: Dial Books for Young Readers, 1972.	✓						
Lionni, Leo	*Swimmy.* New York: Knopf, 1987.							✓
Litchfield, Ana B.	*A Button in Her Ear.* Niles, IL: Whitman, 1976.			✓	✓	✓		
Litchfield, Ana B.	*A Cane in Her Hand.* Niles, IL: Whitman, 1977.				✓			
Litchfield, Ana B.	*Words in Our Hands.* Niles, IL: Whitman, 1980.	✓			✓			
Little, Leslie, & Eloise Greenfield	*I Can Do It by Myself.* New York: HarperCollins, 1992.	✓		✓				
Martel, Cruz	*Yagua Days.* New York: Dial, 1987.	✓		✓				
Martin, Bill	*Brown Bear, Brown Bear, What do You See?* New York: Henry Holt, 1992.			✓				
Maury, Inez	*My Mother and I Are Growing Strong.* Berkley, CA: New Seed Press, 1978.	✓				✓	✓	
Maury, Inez	*My Mother the Mail Carrier.* New York: Feminist Press at City University of New York, 1976.	✓	✓	✓		✓		
Monjo, F. N.	*The Drinking Gourd.* New York: HarperCollins, 1983.						✓	✓
Mower, Nancy A.	*I Visit My Tutu and Grandma.* Honolulu: Press Pacifica, 1984.	✓		✓				
Ormerod, Jan	*Sunshine.* New York: Morrow, 1990.	✓	✓					
Paek, Min	*Aekyung's Dream.* San Francisco: Children's Book Press, 1988.	✓	✓	✓				
Peterson, Jeanne	*I Have a Sister, My Sister Is Deaf.* New York: HarperCollins, 1984.				✓			
Powers, Mary	*Our Teacher's in a Wheelchair.* Niles, IL: Whitman, 1986.				✓	✓		

Author	Title/Publisher	Family	Gender	People of Color	People with Disabilities	Work	Prejudice	Activism
Quinlan, Patricia	*My Dad Takes Care of Me.* Willowdale, Ontario: Firefly Books, 1987.	✓	✓			✓		
Rockwell, Anne	*When We Grow Up.* New York: Dutton, 1981.		✓	✓				
Rockwell, Harlowe	*My Nursery School.* New York: Morrow, 1990.		✓	✓				
Rosario, Idalia	*Idalia's Project ABC.* New York: Henry Holt, 1981.			✓				
Rosenberg, Maxine B.	*My Friend Leslie.* New York: Lothrop, Lee & Shepard, 1983.				✓			
Rylant, Cynthia	*Birthday Presents.* New York: Orchard, 1987.	✓						
Scott, Ann H.	*On Mother's Lap.* Boston: Houghton Mifflin, 1992.	✓		✓				
Showers, Paul	*Look at Your Eyes.* New York: HarperCollins, 1992.			✓			✓	
Showers, Paul	*Your Skin and Mine.* New York: HarperCollins, 1991.			✓				
Simon, Norma	*Why Am I Different?* Niles, IL: Whitman, 1976.	✓	✓					
Sonneborn, Ruth	*Friday Night Is Papa's Night.* New York: Puffin, 1987.	✓		✓				
Steptoe, John	*Stevie.* New York: HarperCollins, 1969.	✓		✓				
Stinson, Kathy	*Mom and Dad Don't Live Together Anymore.* Willowdale, Ontario: Firefly Books, 1984.	✓						
Waber, Bernard	*Ira Sleeps Over.* Boston: Houghton Mifflin, 1975.		✓					
Waber, Bernard	*You Look Ridiculous Said the Rhinocerous to the Hippopotamus.* Boston: Houghton Mifflin, 1979.						✓	
Walter, Mildred	*My Mama Needs Me.* New York: Lothrop, Lee & Shepard, 1983.	✓						
Walton, Darwin	*What Color Are You?* Chicago: Johnson, 1973.			✓			✓	

Author	Title/Publisher	Family	Gender	People of Color	People with Disabilities	Work	Prejudice	Activism
Waterton, Betty	*A Salmon for Simon.* Willowdale, Ontario: Firefly Books, 1991.			✓				
Williams, Vera B.	*Something Special for Me.* New York: Greenwillow, 1992.	✓	✓			✓		
Yarbrough, Camille	*Cornrows.* New York: Putnam, 1992.			✓				

Adapted from Louise Derman-Sparks, *Anti-Bias Curriculum: Tools for Empowering Young Children,* Washington, DC: National Association for the Education of Young Children, 1989, pp. 120-129.

Bibliography Related to Themes of Study (Chapter 5)

Theme A: What's in a Name?

Learning Experience I: Names Identify People

Chuks-orji, Ogonna. *Names from Africa: Their Origin, Meaning, and Pronunciation*. Chicago: Johnson, 1972.

Coghlan, Ronan, et al. *Book of Irish Names: First, Family, and Place Names*. New York: Sterling, 1989.

Kolatch, Alfred J. *The New Name Dictionary: Modern English and Hebrew Names*. Middle Village, NY: J. David Publishers, 1989.

Nu'Man, Muhammad Armiya. *Muslim Names and Their Meanings*. Jersey City, NJ: New Mind Publications, 1991.

Stein, Lou. *Clues to Our Family Names: What Do They Mean? How Did They Begin?* Bowie, MD: Heritage Books, 1986.

Woods, Richard D. *Hispanic First Names: A Comprehensive Dictionary of 250 Years of Mexican-American Usage*. Westport, CT: Greenwood Press, 1984.

Learning Experience II: Animal Names and Habitats

Aliki. *Dinosaurs Are Different*. New York: HarperCollins, 1985.

Amazing Animals. All titles in the Eyewitness Junior Series. New York: Knopf, 1990.

Ancona, George and Mary Beth. *Handtalk Zoo*. New York: Macmillan, 1989.

Arnosky, Jim. *Watching Foxes*. New York: Lothrop, Lee & Shepard, 1984.

Butterworth, Christine. *Alligators*. Madison, NJ: Steck-Vaughn, 1990.

— *Chimpanzees*. Madison, NJ: Steck-Vaughn, 1990.

— *Crabs*. Madison, NJ: Steck-Vaughn, 1990.

— *Deer*. Madison, NJ: Steck-Vaughn, 1990.

— *Eagles*. Madison, NJ: Steck-Vaughn, 1990.

— *Foxes*. Madison, NJ: Steck-Vaughn, 1990.

— *Frogs*. Madison, NJ: Steck-Vaughn, 1990.

— *Kangaroos*. Madison, NJ: Steck-Vaughn, 1990.

— *Owls*. Madison, NJ: Steck-Vaughn, 1990.

Gibbons, Gail. *Whales*. New York: Holiday House, 1991.

— *Dinosaurs*. New York: Holiday House, 1987.

Hoberman, Mary Ann. *A House Is a House for Me*. New York: Viking, 1978.

Hurd, Edith T. *Look for a Bird*. New York: Harper & Row, 1977.

Terreson, Jeffry. *Animal Homes*. Washington, DC: National Geographic Society, 1989.

Theme B: Families

Learning Experience I: Families at Home

Adoff, Arnold, *Hard to Be Six*. New York: Lothrop, Lee & Shepard, 1990.

Alexander, Sally Hobart. *Mom Can't See Me*. New York: Macmillan, 1990.

Bider, Djemma. *A Drop of Honey*. (Armenian) New York: Simon & Schuster, 1989.

Drescher, Joan. *Your Family, My Family*. New York: Walker, 1980.

Galloway, Priscilla. *Jennifer Has Two Daddies*. (Stepfather) Toronto, Ontario: Women's Press, 1985.

Roe, Eileen. *Con Mi Hermano/With My Brother*. New York: Bradbury, 1991.

Rylant, Cynthia. *When I Was Young in the Mountains*. New York: Dutton, 1985.

Simon, Norma. *All Kinds of Families*. Niles, IL: Albert Whitman, 1976.

Sneve, Virginia Driving Hawk. *Dancing Teepees: Poems of American Indian Youths*. New York: Holiday House, 1989.

Tax, Meredith. *Families*. Boston: Little, Brown, 1981.

Thomas, Marlo, and the Ms. Foundation. *Free to Be... A Family*. New York: Bantam, 1990.

Learning Experience III: Career Roles of Family Members

Ackerman, Karen. *Just like Max*. New York: Knopf, 1990.

Bang, Molly. *Ten, Nine, Eight*. New York: Greenwillow, 1983.

Bunting, Eve. *The Wednesday Surprise*. New York: Clarion, 1989.

Caines, Jeanette. *Window Wishing*. New York: HarperCollins, 1980.

DePaola, Tomie. *Oliver Button Is a Sissy*. New York: Harcourt, Brace, Jovanovich, 1979.

Homan, Dianne. *In Christina's Toolbox*. Durham, NC: Lollipop Power Books, 1981.

Johnson, Dolores. *What Will Mommy Do When I'm at School?* New York: Macmillan, 1990.

Merriam, Eve. *Mommies at Work*. New York: Simon & Schuster, 1989.

Williams, Vera B. *A Chair for My Mother*. New York: Greenwillow, 1982.

Zolotow, Charlotte. *William's Doll*. New York: HarperCollins, 1972.

Teacher Resources

Hamilton, Darlene S. *Resources for Creative Teaching in Early Childhood Education*. 2nd Edition. New York: Harcourt, Brace, Jovanovich, 1990.

Kendall, Frances E. *Diversity in the Classroom: A Multicultural Approach to the Education of Young Children*. New York: Teachers College Press, 1983.

Neugebauer, Bonnie. *Alike and Different: Exploring Our Humanity With Young Children*. Revised Edition. Washington, DC: National Association for the Education of Young Children, 1992.

Pogrebin, Letty Cottin, and Ms. Foundation. *Stories for Free Children*. New York: McGraw-Hill, 1983.

Ramsey, Patricia G. *Teaching and Learning in a Diverse World*. New York: Teachers College Press, 1986.

Sprung, Barbara. *Perspectives on Non-sexist Early Childhood Education*. New York: Teachers College Press, 1978.

Thomson, Barbara J. *Words Can Hurt You: Beginning a Program of Anti-Bias Education*. Menlo Park, CA: Addison-Wesley, 1993.

Learning Experience IV: My Face and My Body

Aliki. *My Five Senses*. New York: HarperCollins, 1991.

Bate, Lucy. *Little Rabbit's Loose Tooth*. New York: Crown, 1988.

Dr. Seuss. *The Tooth Book*. New York: Random House, 1981.

Goldin, Augusta. *Straight Hair, Curly Hair*. New York: HarperCollins, 1966.

Hayes, Sarah. *Clap Your Hands*. New York: Lothrop, Lee & Shepard, 1988.

Sharmat, Mitchell. *Gregory the Terrible Eater*. New York: Macmillan, 1980.

Showers, Paul. *How Many Teeth?* New York: HarperCollins, 1991.

Records

Palmer, Hap. *Learning Basic Skills Through Music, Vol. III—Health & Safety*. Freeport, NY: Educational Activities, 1969.

Learning Experience V: Family Customs, Traditions, and Celebrations

Children's Books

Andrews, Jan. *Very Last First Time*. New York: Atheneum, 1986.

Crews, Donald. *Big Mama's*. New York: Greenwillow, 1991.

Flourney, Valerie. *The Patchwork Quilt*. New York: Dial, 1985.

Garza, Carmen Lomas. *Family Pictures/Cuadros de familia*. San Francisco: Children's Book Press, 1990.

Haskins, Francine. *I Remember "121."* San Francisco: Children's Book Press, 1991.

Howard, Elizabeth Fitzgerald. *Aunt Flossie's Hats (and Crab Cakes Later)*. New York: Clarion, 1991.

Lauture, Denize. *Father and Son*. New York: Philomel, 1992.

Lessac, Frané. *Caribbean Canvas*. (Poetry) New York: HarperCollins, 1989.

Polacco, Patricia. *The Keeping Quilt*. New York: Simon & Schuster, 1988.

Say, Allen. *Tree of Cranes*. Boston: Houghton Mifflin, 1991.

Sneve, Virginia Driving Hawk. *Dancing Teepees: Poems of American Indian Youth*. New York: Holiday House, 1989.

Waters, Kate, and Madeline Slovenz-Low. *Lion Dancer: Ernie Wan's Chinese New Year*. New York: Scholastic, 1990.

Teacher Resources

Colgin, Mary Lou. *Chants for Children*. New York: Gryphon House, 1988.

Lee, Nancy, and Linda Oldham. *Hands-on Heritage*. Long Beach, CA: Hands-on Publications, 1978.

Prutzman, Priscilla, et al. *The Friendly Classroom for a Small Planet*. Philadelphia: New Society Publishers, 1988.

Tiedt, Pamela L. *Multicultural Teaching*. Third Ed. Boston: Allyn & Bacon, 1989.

THEME C: SO LIKE US

Learning Experience I: Seeds and Plants

Carle, Eric. *The Very Hungry Caterpillar*. New York: Putnam Publishing Group, 1991.

Gibbons, Gail. *From Seed to Plant*. New York: Holiday House, 1991.

Jennings, Terry. *Junior Science: Seeds*. New York: Franklin Watts, 1990.

— *Junior Science: Trees*. New York: Children's Press, 1989.

Kellogg, Steven. *Johnny Appleseed: A Tall Tale*. New York: Morrow Junior Books, 1988.

Krauss, Ruth. *The Carrot Seed*. New York: HarperCollins, 1986.

Robbins, Ken. *A Flower Grows*. New York: Dial, 1990.

Rockwell, Anne, and Harlow Rockwell. *How My Garden Grew*. New York: Macmillan, 1982.

Selsam, Millicent E., and Joyce Hart. *A First Look at Leaves*. New York: Walker, 1972.

Teacher Resources

Bash, Barbara. *Tree of Life: The World of the African Baobab*. San Francisco: Sierra Club Books; Boston: Little, Brown, 1989.

Learning Experience II: Animals and Us

Bash, Barbara. *Urban Roosts: Where Birds Nest in the City*. Boston: Little, Brown, 1992.

Bridwell, Norman. *Clifford the Big Red Dog*. New York: Scholastic, 1988.

Burningham, John. *Hey! Get Off Our Train*. New York: Crown Publishers, 1989.

Calhoun, Mary. *Cross Country Cat*. New York: Morrow, 1979.

Carle, Eric. *The Very Busy Spider*. New York: Philomel, 1989.

Cowcher, Helen. *Rain Forest*. New York: Farrar, Straus & Giroux, 1988.

Keats, Ezra Jack. *Whistle For Willie*. New York: Viking, 1964.

Lionni, Leo. *Fish Is Fish*. New York: Pantheon Books, 1970.

McCloskey, Robert. *Make Way for Ducklings*. New York: Viking Press, 1941.

Rey, H.A. *Curious George*. Boston: Houghton Mifflin, 1941.

Ungerer, Tomi. *Crictor*. New York: HarperCollins, 1983.

Wildsmith, Brian. *Brian Wildsmith's Birds*. Oxford: Oxford University Press, 1967.

— *Brian Wildsmith's Fishes*. Oxford: Oxford University Press, 1987.

THEME E: LET'S STEP OUTSIDE

Learning Experience I: Seasons and Weather

Aardema, Verna. *Bringing the Rain to Kapiti Plain*. New York: Dial Press, 1981.

Branley, Franklyn. *Rain and Hail*. Rev. Ed. New York: HarperCollins, 1983.

Briggs, Raymond. *The Snowman*. New York: Random House, 1990.

Brockel, Ray. *Storms (The New True Book of)*. Chicago: Children's Press, 1982.

Burton, Virginia. *Katy and the Big Snow*. Boston: Houghton Mifflin, 1974.

Buscaglia, Leo F. *Fall of Freddie the Leaf*. New York: Henry Holt, 1982.

Carlstrom, Nancy White. *What Does the Rain Play?* New York: Macmillan, 1993.

Chesworth, Michael. *Rainy Day Dream*. New York: Farrar, Straus & Giroux, 1992.

Cutts, David. *Look, A Butterfly*. New York: Troll Books, 1982.

DePaola, Tomie. *The Cloud Book*. New York: Holiday House, 1975.

Dorros, Arthur. *Feel the Wind*. New York: HarperCollins, 1990.

Ets, Marie Hall. *Gilberto and the Wind*. New York: Viking, 1963.

Howe, James. *I Wish I Were a Butterfly*. San Diego: Harcourt, Brace, Jovanovich, 1987.

Hutchins, Pat. *The Wind Blew*. New York: Macmillan, 1993.

Keats, Ezra Jack. *The Snowy Day*. New York: Viking, 1962.

Maestro, Betsy. *Snow Day*. New York: Scholastic, 1992.

Markle, Sandra. *Outside and Inside Trees*. New York: Bradbury, 1993.

Mendez, Phil. *The Black Snowman*. New York: Scholastic, 1989.

Nikola-Lisa, W. *Storm*. New York: Atheneum, 1993.

Paulus, Trina. *Hope for the Flowers*. Mahwah, NJ: Paulist Press, 1972.

Podendorf, Illa. *Trees (New True Book of)*. Chicago: Children's Press, 1982.

Radin, Ruth Yaffe. *A Winter Place*. Boston: Little, Brown, 1982.

Scheer, Julian. *Rain Makes Applesauce*. New York: Holiday House, 1964.

Shulevitz, Uri. *Rain, Rain Rivers*. New York: Farrar, Straus & Giroux, 1988.

Steig, William. *Brave Irene*. New York: Farrar, Straus & Giroux, 1986.

Udry, Janice. *A Tree Is Nice*. New York: Harper & Row, 1956.

Yashirma, Taro. *Umbrella*. New York: Viking, 1958.

Learning Experience II: Respecting the Earth's Resources

Baylor, Byrd. *Hawk, I'm Your Brother*. New York: Scribner's, 1976.

Cherry, Lynne. *The Great Kapok Tree: A Tale of the Amazon Rain Forest*. San Diego: Harcourt Brace Jovanovich, 1990.

DePaola, Tomie. *Michael Bird-Boy*. Englewood Cliffs, NJ: Prentice-Hall, 1987.

Dr. Seuss. *The Lorax*. New York: Random House, 1971.

Elkington, John, et al. *Going Green: A Kid's Handbook to Saving the Planet*. New York: Puffin Books, 1990.

Frasier, Debra. *On the Day You Were Born*. San Diego: Harcourt Brace Jovanovich, 1991.

Javna, John. *50 Simple Things Kids Can Do to Save the Earth*. New York: Andrews and McMeel, 1990.

Kidd, Nina. *June Mountain Secret*. New York: HarperCollins, 1991.

Lauber, Patricia. *Summer of Fire: Yellowstone 1988*. New York: Orchard Books, 1991.

Lionni, Leo. *Fish is Fish*. New York: Pantheon, 1970.

— *It's Mine*. New York: Knopf, 1986.

McNulty, Faith. *The Lady and the Spider*. New York: HarperCollins, 1986.

Romanova, Natalia. *Once There Was a Tree*. New York: Dial, 1985.

Turner, Ann. *Heron Street*. New York: HarperCollins, 1989.

Van Allsburg, Chris. *Just a Dream*. Boston: Houghton Mifflin, 1990.

Teacher Resources

Caduto, Michael J., and Joseph Bruchac. *Keepers of the Earth: Native American Stories and Environmental Activities for Children*. Golden, CO: Fulcrum, 1988.

Miles, Betty. *Save the Earth: An Action Handbook for Kids*. New York: Knopf, 1991.

Learning Experience III: Starlight, Moonbright

Asch, Frank. *Happy Birthday, Moon*. New York: Simon & Schuster, 1985.

Branley, Franklyn. *The Moon Seems to Change*. New York: HarperCollins, 1987.

— *The Sky is Full of Stars*. New York: HarperCollins, 1981.

Ginsburg, Mirra. *Where Does the Sun Go at Night?* New York: Greenwillow, 1980.

Goor, Ron, and Nancy Goor. *Shadows Here, There, and Everywhere*. New York: HarperCollins, 1981.

Hines, Anna Grossnickle. *Sky All Around*. New York: Clarion, 1989.

Hort, Lenny. *How Many Stars in the Sky?* New York: Morrow, 1991.

Lewellen, John. *Moon, Sun and Stars*. Chicago: Children's Press, 1981.

Mahy, Margaret. *The Boy with Two Shadows*. New York: HarperCollins, 1988.

Rice, Eve. *Goodnight, Goodnight*. New York: Greenwillow, 1980.

Sendak, Maurice. *In the Night Kitchen*. New York: HarperCollins, 1970.